DOCUMENT RESUME

ED 338 131 HE 024 972

AUTHOR	Austin, Ann E.; And Others
TITLE	A Good Place to Work: Sourcebook for the Academic Workplace.
INSTITUTION	Council of Independent Colleges, Washington, D.C.
SPONS AGENCY	Charles E. Culpepper Foundation, New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE	91
NOTE	186p.; For the companion audit workbook, see HE 024 973.
AVAILABLE FROM	CIC Publications Department, One Dupont Circle, Suite 320, Washington, DC 20036 ($22.50, price includes audit workbook).
PUB TYPE	Collected Works - General (020) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Change Strategies; *College Faculty; Colleges; *Faculty Development; Higher Education; Institutional Research; Liberal Arts; Organizational Climate; Organizational Development; *Quality of Working Life; *Teacher Morale; Teacher Shortage; Trend Analysis; Universities; *Work Environment
IDENTIFIERS	College of Notre Dame of Maryland; College of Saint Scholastica MN; Eastern Mennonite College VA; Gordon College MA; Greenville College IL; Lenoir Rhyne College NC; Nebraska Wesleyan University; Simpson College IA; Smith College MA; William Jewell College MO

ABSTRACT

This sourcebook provides substantive ideas for private liberal arts colleges interested in assessing, enhancing, and maintaining the quality of the academic workplace. Additionally, it responds to some of the current trends affecting American higher education involving faculty worklife and development, problems associated with faculty shortages, and the important shifts that are taking place in the structure of work and worklife. The sourcebook is divided into two main sections: Section I contains 3 chapters focusing on ideas and strategies for strengthening the academic workplace and maintaining positive faculty morale; Section II includes 10 chapters, each a case study of a college where faculty morale is relatively high. The colleges are: College of Notre Dame (Maryland); College of Saint Scholastica (Minnesota); Eastern Mennonite College (Virginia); Gordon College (Massachusetts); Greenville College (Illinois); Lenoir-Rhyne College (North Carolina); Nebraska Wesleyan University; Simpson College (Iowa); Smith College (Massachusetts); and William Jewell College (Missouri); Chapters summarize key organizational factors characterizing colleges where faculty morale is positive; suggest ways to identify and assess the areas of strength and areas of concern in the college workplace; and offer specific ideas and practical strategies, organized around the key organizational factors, which a college might adapt. Among the appendices are an instrument used to assess administrators' views, an instrument helpful to those using the sourcebook to assess the academic workplace, and summary data from the Survey of Faculty Views of the Academic Workplace. A separate workbook, "The Academic Workplace Audit," is designed to accompany this sourcebook. (GLR)

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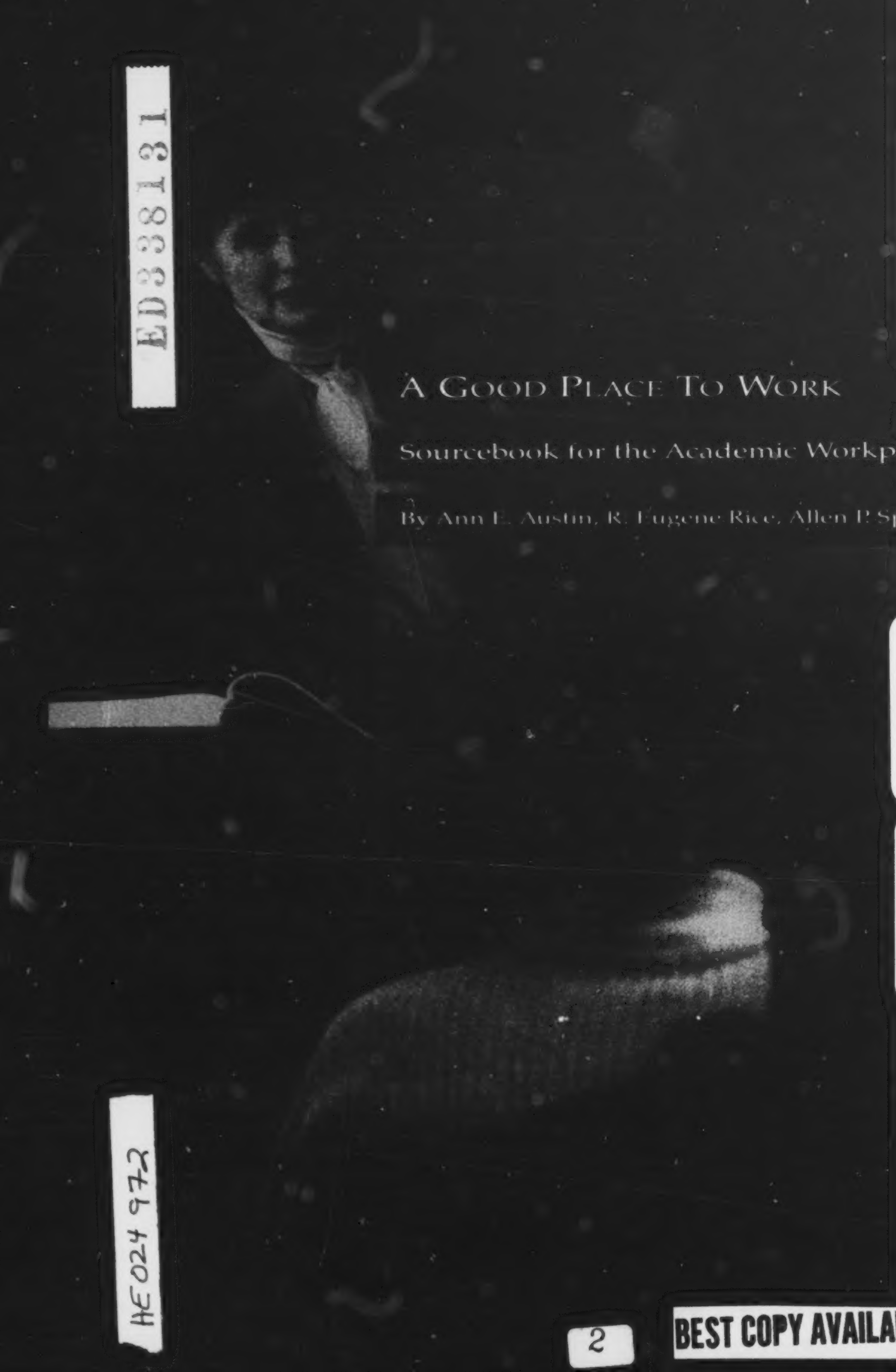

A GOOD PLACE TO WORK

Sourcebook for the Academic Workplace

By Ann E. Austin, R. Eugene Rice, Allen P. Splete, and Associates

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Pictured is Mary Ellen Lloyd, a professor of accounting.
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DEDICATED
TO THE MEMORY OF

JOSEPH KATZ

(1920–1988)

EDUCATOR, COLLEAGUE, AND FRIEND

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NOTE: A separate workbook, *The Academic Workplace Audit*, is designed to accompany this *Sourcebook*.

PREFACE

This document represents the capstone of the Council of Independent Colleges' national project on faculty morale and the quality of the academic workplace. Begun in 1985, the project, entitled "The Future of the Academic Workplace in Liberal Arts Colleges," was designed to investigate faculty morale at private liberal arts colleges and universities.

We designed the project to examine the academic *culture* in liberal arts colleges—the complex set of factors that combine to create the environment in which college professors practice their craft. Our research included review and analysis of college organizational cultures, leadership practices, decision-making structures, reward systems, and evaluation procedures as they relate to the faculty work experience.

In the course of our research, we found faculty who are motivated by an almost altruistic approach to teaching and colleges where the notion of "community" was a reality. In the majority of the colleges we looked at, we found an emphasis on teaching (over research) and a genuine focus on student learning as the primary mission of the institutions. We believe that these institutions can serve as models for those in higher education who are interested in improving teaching quality.

Our premise was that, through a better understanding of the factors that contribute to faculty morale, we could identify strategies for improving the quality of academic worklife. This book synthesizes our research and analysis into practical ideas for improving and sustaining high faculty morale. Included are ten case studies of colleges identified in the CIC study as having relatively high morale—these accounts evidence different and in many respects innovative ways that CIC colleges work to create campus community and make the academic workplace—as the title of this book suggests—*a good place to work*.

This book and our final project research were made possible by grants from the Lilly Endowment and the Charles E. Culpeper Foundation. For their assistance and guidance in helping us shape the project, we are grateful to William Bonifield and Ralph Lundgren at the Lilly Endowment. The late Helen Johnson, as head of the Culpeper Foundation, provided substantial support. TIAA-CREF also supported research in this project, and we want to thank Peggy Heim for her assistance. We would like also to acknowledge the foundations and corporations that supported CIC's earlier research in the Academic Workplace project. Grants from CBS, the Ford Foundation, the Charles A. Dana Foundation, the John D. and Catherine T. MacArthur Foundation, and Philip Morris were invaluable in helping CIC complete this work.

Credit should go to former CIC staff members Gary Quehl and Robert Lisensky. The project that we have nurtured over the past five years grew from a seed that they planted. Additionally, we would like to acknowledge the members of the Academic Workplace Task Force and those others not on the task force who participated in the

case study visits reported later in these pages. The names of these individuals are listed in appendices 4 and 5. They all gave generously of their time and expertise. Their commitment to this project, and to the welfare of faculty and higher education, is considerable, and is deeply deserving of this small recognition. Additionally, John Neal, Walter Robinson, and Sandra Robinson assisted with much of the data compilation and analysis. We are grateful to each of them for their careful and thorough work. Also, Stephen Pelletier, director of public affairs at the Council of Independent Colleges, deserves special recognition for the many hours he has devoted to this project. Without his guidance, this volume would not have come to fruition.

Finally, we express our appreciation to those college faculty and administrators who took time to respond to our surveys, to arrange the details of our campus visits, and to share with us their perspectives regarding their academic workplaces.

It is our hope that this book and the accompanying piece, *The Academic Workplace Audit*, will provide strategies, ideas, and inspiration for all educators who seek to sustain faculty morale and strengthen the quality of the academic workplace.

Ann E. Austin

R. Eugene Rice

Allen P. Splete

January 1991

INTRODUCTION

ANN E. AUSTIN, R. EUGENE RICE, AND ALLEN P. SPLETE

■ THE PURPOSE OF THE *SOURCEBOOK*

Faculty who are enthusiastic and creative; committed to their students and to excellence in teaching; serious about their scholarly activities; active and cooperative members of departmental and institutional committees; helpful, supportive, and stimulating in their interactions with colleagues—these are the kinds of men and women that presidents, deans, students, parents, and faculty members themselves hope to see in the professorial ranks. The faculty, after all, are at the center of the academic endeavor. They are the mortar that holds together and largely determines the quality of a college or university's academic programs.

Institutional leaders are wise to recognize the indissoluble link between faculty members' satisfaction, morale, and vitality, on the one hand, and institutional quality, excellence, and health, on the other. Committed, energetic, vital faculty members are the key ingredients in creating intellectual environments that stimulate, challenge, and support the growth and achievement of students. The kind of organizational conditions that support faculty morale and vitality also contribute to the kind of community in which student learning thrives. Based on these assumptions, this *Sourcebook* provides substantive ideas for enhancing the quality of the academic workplaces within which faculty members work.

■ THE CONTEXT FOR THE *SOURCEBOOK*

The focus of the *Sourcebook* on strategies to enhance the quality of the academic workplace responds to at least four current trends affecting American higher education: 1) the last decade and a half have brought serious challenges to the worklife of faculty members; 2) the impending shortage of faculty requires attention to the nature of colleges and universities as places of work; 3) support for faculty has shifted from a focus on faculty development to an emphasis on faculty vitality; and 4) across work organizations in America, important shifts are taking place in the structure of work and worklife. We explain each of these trends in more detail.

Challenges to Faculty Worklife. Significant pressures on colleges and universities have affected the nature of the academic workplace for faculty in the past two decades (see, for example, Austin and Gamson, 1983). With declines in state and federal support for higher education and increases in expenditures due to inflation, budgets have been tight. Faculty members have lost considerable purchasing power as salary increases generally have not kept up with inflation (Anderson, 1983). At some colleges and universities, budgets for faculty development have been trimmed, maintenance deferred, and the purchase of new equipment and books restricted. At the same time, budgetary constraints have been coupled with increasing federal guidelines, statewide planning, and calls for accountability. In response, colleges and universities have shown signs of becoming more centralized in their decision-making practices; concomitantly, faculty autonomy has diminished (Carnegie Foundation, 1982).

The stability of the labor market during the 1970s and most of the 1980s created a highly entrenched employment situation with low faculty turnover. Faculty could not easily find new challenges and stimulation by moving to other institutions; rather, many faculty members have faced the prospects of living out much of their careers within a single institutional setting, side by side with the same colleagues.

Another significant trend is the increasing diversity of the college student population. The increasing numbers of students of all ages who arrive at college with serious remedial needs present faculty with teaching challenges for which many feel unprepared. Greater numbers of part-time adult students require faculty to make shifts in working schedules and approaches to teaching. The expanding ethnic and racial diversity of the student body, while acclaimed as a positive step toward a more just and egalitarian society, nevertheless requires faculty to develop new awareness of, appreciation for, and skill in working with a diverse, more heterogeneous student body. At the same time that faculty must grapple with new student-related issues, many feel highly conflicting institutional expectations regarding teaching and research productivity (Bowen and Schuster, 1986).

These various trends affecting colleges and universities have impinged seriously on the quality of academic workplaces and faculty worklife. Heightened anxiety, stress, isolation, and pressure have been part of the lives of many faculty members in recent years. Both the Bowen and Schuster study of faculty conducted in the early 1980s (*American Professors: A National Resource Imperiled*) and the 1984 faculty survey conducted by the Carnegie Foundation for the Advancement of Teaching warned about eroding faculty morale in American colleges and universities. Fortunately the Carnegie Foundation's recent report (1989) shows a more positive picture of faculty morale, as did the Council of Independent Colleges' 1986 survey of morale among faculty in liberal arts colleges (Austin, Rice, Splete, 1987). The results of these reports reflect the significant challenges and pressures affecting the American professoriate and point to the importance of good academic workplaces as essential elements in the overall quality of higher education.

Impending Faculty Shortages. The decade of the 1990s promises a new set of challenges and opportunities for current and future faculty and administrators. Given retirement projections as well as an anticipated upturn in student enrollments later in the decade, the relatively stable market conditions of the past seem headed for a change. At a time when large numbers of today's faculty are moving toward retirement, the number of young people choosing to prepare for professorial careers is much smaller than in the past. Apparently, other careers with more lucrative rewards, more inviting workplaces, and greater prestige are more attractive choices to the country's most intellectually promising undergraduates (Bowen and Schuster, 1986). Already colleges and universities are encountering difficulties in finding and employing qualified faculty members in some areas. (The recent decision to remove the mandatory 65-year retirement age and the Supreme Court's ruling on full disclosure on information regarding tenure decisions may influence faculty staffing patterns in ways unclear at present.)

Shift from Faculty Development to Faculty Vitality. Attention to the needs of the faculty is not new, but the approaches to meeting those needs have evolved over the past two decades. During the 1970s, faculty development activities were widely discussed and generally focused on supporting the needs of individual faculty members. Funds for travel to conferences or research sites; programs concerned with the importance of teaching; and attention to such personal issues as financial planning, counseling, and substance abuse became the backbone of faculty development programs for many colleges and universities. While efforts to support faculty in the 1970s focused on the development of the individual faculty member, the call of the 1980s—at least in terms of professorial needs—was for "faculty vitality" (see, for example, Rice, 1985 and Clark, Corcoran, and Lewis, 1986).

The newer term "vitality" addresses the challenge to maintain the freshness, enthusiasm, and creativity of faculty members throughout long careers that, for many, have been unfolding in the context of a single institution. Additionally and equally important, the term has implied that efforts to support the continuing professional development of the faculty should embrace an understanding that the faculty member lives and works in the context of the college or university as an organization. An appreciation of the interconnection between individual and institutional values, health, and productivity is central to the concept of faculty vitality.

Parallel Shifts in Other Work Organizations. The trend in higher education to recognize that faculty work, satisfaction, and morale are related directly to the nature and quality of the workplace parallels developments outside of academe. Increasing attention to issues of worklife, the quality of the workplace, and the links between individual employee experiences and institutional productivity is occurring in many organizations, both academic and non-academic. Significant changes are under way in some non-academic organizations, which affect them as workplaces: a greater appreciation of the impact of organizational cultures, efforts to broaden participation in decision making to lower-level workers, the deployment of advanced technologies, the creation of structures with flatter hierarchies, enhanced sensitivity to race and gender, and programs to support employees' emotional and physical health (see, for example, Deal and Kennedy, 1982; Kanter, 1983; and Zuboff, 1988). Additionally, there is increasing recognition that individuals are most productive, contributing, and creative when they feel they have opportunities to grow and channels through which to link their own goals and values to institutional priorities (Kanter, 1983).

We contend that those colleges characterized as the most positive academic workplaces—on a variety of dimensions—will be most attractive to potential faculty members. Thus, institutional attention to developing and maintaining a good academic workplace becomes one strategy for attracting needed faculty members and ensuring the institution's academic excellence.

This *Sourcebook* builds on the growing understanding both within academe and in other sectors that the nature and quality of the workplace affects the lives, satisfaction, commitment, and morale of those who work within the organization—and therefore, that the quality of the workplace itself affects the quality of what is accomplished within the workplace. In terms of colleges and universities, the quality of the academic workplace has important implications for the quality of faculty work in all its forms. In short, faculty vitality is embedded in the organizational context.

■ BACKGROUND OF THE *SOURCEBOOK*

The concern in recent years about professors and their worklife, vitality, and morale is evidenced in the several major studies that have focused on these issues. Studies by Bowen and Schuster (1986), the Carnegie Foundation (1984, 1989), and Clark (1987) have examined faculty across the diversity of American colleges and universities. Beginning in 1986, in response to concerns expressed by presidents of private liberal arts colleges about the morale of their faculty, the Council of Independent Colleges and a Task Force on The Future of the Academic Workplace in Liberal Arts Colleges (see Appendix 4) also undertook a study of faculty worklife, morale, and job satisfaction; in contrast to the other studies, the focus was specifically on faculty in liberal arts colleges where teaching tends to be the primary mission.

The CIC study involved surveying faculty members at 142 colleges in late 1986, followed by research and writing of intensive case studies at ten colleges where the survey data indicated faculty morale and job satisfaction to be relatively high. Initial project results were published in a monograph entitled *Community, Commitment, and Congruence: A Different Kind of Excellence* (Austin, Rice, Splete, 1987). This monograph included statistical tabulations for the survey questions, comparisons between colleges with higher and lower levels of morale concerning faculty perceptions of the academic workplace, and discussion of key organizational factors characterizing colleges where morale was found to be high. Among the key findings reported in this monograph were these:

- At many liberal arts colleges, faculty satisfaction and morale were higher than expected. The other national studies suggested a greater crisis with faculty morale than indicated by the CIC study with its focus specifically on small liberal arts colleges.

- Colleges where morale tends to be high are characterized by congruent cultures and a strong sense of community. That is, all members of the college community understand clearly what the college's goals and values are. Furthermore, such colleges actually do in practice what they claim to be about.

- Institutional leadership practices are critical ingredients in forging strong communities and enhancing faculty morale. Strategies can be implemented that support and promote morale.

- Colleges where morale is relatively high embrace a wide definition of faculty scholarship. Faculty members are supported and rewarded for a variety of scholarly contributions, not solely for published research.

In addition to the monograph, an article entitled "High Faculty Morale: What Exemplary Colleges Do Right," written by R. Eugene Rice and Ann E. Austin, principal researchers for the CIC study, was published in *Change* in 1988. The article discussed in some detail critical factors at colleges where faculty morale is high. Other products of the CIC project have included reports to each participating college summarizing its institutional results on the survey of faculty morale and faculty perceptions of the academic workplace and comparing the institution's results with the overall norms of the study. Additionally, CIC staff and the principal project researchers have consulted upon request with individual colleges interested in examining their study results more closely or in designing an institutional plan to enhance faculty morale and the quality of the academic workplace.

This *Sourcebook* is a further product of the study, designed to provide practical suggestions solidly based on study findings.

■ ORGANIZATION OF THE *SOURCEBOOK*

This guide provides substantive ideas for colleges interested in assessing, enhancing, and maintaining the quality of the academic workplace. It is divided into several sections. This initial chapter describes the purpose of the volume, the context from which concern for the quality of the academic workplace emerges, and the project which resulted in the suggestions offered here.

Section I, **Enhancing Your College's Academic Workplace,** focuses on ideas and strategies for strengthening the academic workplace and maintaining positive faculty morale. Chapter 1, "Colleges with High Faculty Morale: Learning by Example," is an updated version of the previously mentioned Rice-Austin article (*Change*, 1988). It summarizes key organizational factors characterizing colleges where faculty morale is positive and provides a context for understanding the practical ideas in the two chapters that follow. Chapter 2, "Understanding Your College," suggests ways to identify and assess the areas of strength and areas of concern in your college as a workplace. Chapter 3, "Making a Difference," offers specific ideas and practical strategies, organized around the key organizational factors already discussed, which a college might adapt.

Section II, **Case Studies in Promoting Faculty Morale,** includes ten chapters, each a case study of a college where faculty morale is relatively high. These case studies should be read as illustrations of how some strategies have worked successfully; they are not presented as blueprints. We emphasize strongly that every college has a particular history and culture and must find its own uniquely appropriate way to enhance the quality of the academic workplace. What has worked at one college will not necessarily meet with success at another.

There are five **Appendices**: 1) the *Survey of Faculty Views of the Academic Workplace*, with summary data; 2) the instrument used to assess administrators' views, the *Survey of Administrators' Perceptions of the Academic Workplace*; 3) the *Academic Workplace Worksheet*, an instrument helpful to those using this *Sourcebook* to assess the academic workplace; 4) a list of the members of the task force for CIC's project on The Future of the Academic Workplace in Liberal Arts Colleges; and 5) a list of the researchers who conducted the campus case studies.

This *Sourcebook* also has a companion piece entitled *The Academic Workplace Audit*. The *Audit* is a practical tool for use at a college interested in assessing the characteristics of the academic workplace and selecting appropriate strategies to enhance the workplace. Like a number of the chapters of the *Sourcebook*, the *Audit* is organized around the key organizational factors that emerged from the CIC study as contributors to high faculty morale.

While readers will benefit from a full reading of the *Sourcebook*, they also can dip into various parts. For example, they can read about approaches to assessing the workplace or strategies to enhance particular aspects of the workplace, or they can turn to the case studies for illustration and inspiration.

■ A NOTE TO THE READER

We address this book especially to those institutional leaders—both administrative and faculty leaders—who are in positions to influence the nature of the academic workplace. We believe that cultivating a good academic workplace—a stimulating, challenging, supportive place for faculty to be engaged in a wide variety of scholarly activities—should occupy a prominent place within an institution's list of regular priorities.

Drawing on the findings from CIC's three-year research project involving more than 140 colleges, the *Sourcebook* suggests many practical ways in which faculty and administrative leaders can go about creating better workplaces. Additionally, ideas in the *Sourcebook* may prove useful to colleges preparing for accreditation visits or engaging in long-range institutional planning.

Though the focus of the *Sourcebook* is on small liberal arts colleges, some of the ideas hold potential for other kinds of higher education institutions. We hope that readers in a variety of settings will be able to adapt and make use of at least some of these ideas.

SECTION I

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CHAPTER 1

COLLEGES WITH HIGH FACULTY MORALE: LEARNING BY EXAMPLE

R. EUGENE RICE AND ANN E. AUSTIN

William Blake, the great English visionary, wrote:

> He who would do good must do it in Minute Particulars.
> General Good is the plea of the scoundrel, hypocrite, and flatterer;
> For Art and Science cannot exist but in minutely organised Particulars.[1]

Although those given to generalization are not necessarily scoundrels or hypocrites, Blake is right in his assertion that quality in "Art and Science" is most evident in the particular. It is for this reason that the Task Force on The Future of the Academic Workplace initiated ten case studies of liberal arts colleges with high faculty morale (see Section II for texts of case studies). The hope was that extended visits and close examination by thoughtful and well-informed people would reveal the special characteristics of colleges where faculty satisfaction and high morale abound. By focusing on the particular, we hoped to learn by example. In an effort to identify organizational factors that support faculty morale, CIC selected from its study ten colleges in the CIC study with relatively high scores on satisfaction and morale scales for a series of in-depth case studies. Even among the faculty of these schools, the survey's open-ended questions revealed the critical stance expected of faculty—and, occasionally, the chronic grump. The site visits, however, found the faculties of these ten colleges deeply committed to their work and enthusiastically supportive of their institutions' distinctive missions. The extensive reports on the site visits, compiled by teams of individuals noted nationally for their work on faculty issues, revealed levels of satisfaction and morale even higher than expected. The ten liberal arts colleges chosen for exemplifying this particular kind of excellence are:

1. College of Notre Dame of Maryland, Baltimore, Maryland
2. College of Saint Scholastica, Duluth, Minnesota
3. Eastern Mennonite College, Harrisonburg, Virginia
4. Gordon College, Wenham, Massachusetts
5. Greenville College, Greenville, Illinois
6. Lenoir-Rhyne College, Hickory, North Carolina
7. Nebraska Wesleyan University, Lincoln, Nebraska
8. Simpson College, Indianola, Iowa
9. Smith College, Northampton, Massachusetts
10. William Jewell College, Liberty, Missouri

This chapter appeared, in slightly different form, under the title "High Faculty Morale: What Exemplary Colleges Do Right," in *Change*, March/April 1988.

[1] Blake, *Selected Poems*, 1979.

What are the sources of faculty morale and satisfaction at these ten colleges? We found four key features and, despite William Blake's warning, want to risk several generalizations based on our study of the particular.

First, they all have distinctive organizational cultures that are carefully nurtured and built upon.

Second, they each have strong, participatory leadership that provides direction and purpose while conveying to faculty the empowering conviction that the college is theirs.

Third, all of the colleges have a firm sense of organizational momentum—they are institutions "on the move." A number are marked by what Burton Clark has called "a turn-around saga."

Finally, the faculty of these ten colleges have an unusually compelling identification with the institution that incorporates and extends the other three characteristics contributing to high morale.

These four primary features are complemented by a cluster of secondary elements (such as faculty development programs, a broader institutional definition of scholarship, positive colleagueship, institutional policies that build on individual strengths, and strong institutional ties to the local community) that were also found to be important contributors to high faculty morale and satisfaction.

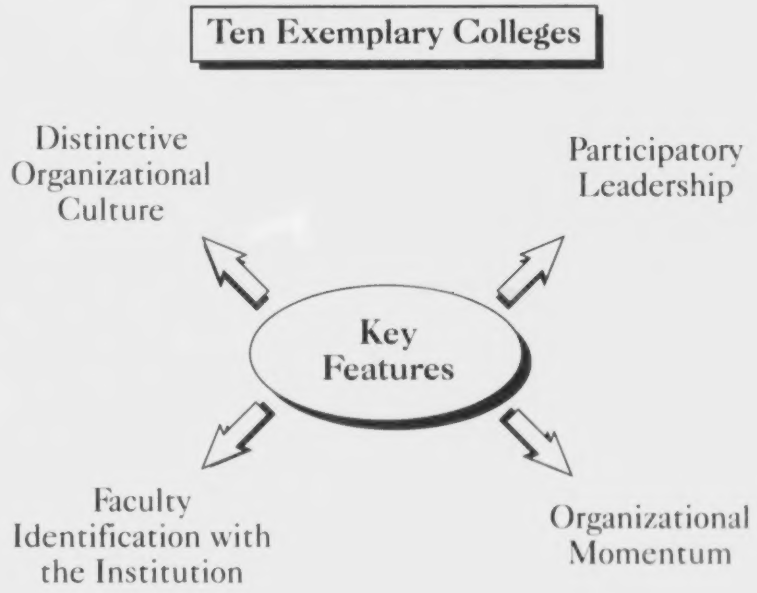
Our identification of organizational factors contributing to faculty morale is based, primarily, on data drawn from the case studies. These observations are confirmed, too, by survey data from the sample of 142 colleges and by a comparison of "high morale" colleges (top one-third of the sample) with colleges with lower morale (bottom one-third of the sample). Those interested in quantitative comparisons based on the survey data between colleges with higher levels of morale and those with lower levels should refer to CIC's earlier publication in the Academic Workplace project entitled *Community, Commitment, and Congruence: A Different Kind of Excellence* (1987).

■ Distinctive Organizational Culture

Long before the field of organizational behavior became enamored with the symbolic in the functioning of American corporations, leaders of liberal arts colleges were quite aware of the power and significance of organizational culture in the life of an institution. Indeed, most liberal arts colleges were founded to capture and perpetuate a distinctive culture.

Recently, however, pragmatic concerns about basic survival, about market share and "competitive edge," have led many private colleges to move away from the distinctive cultural missions that gave to these organizations their *raisons d'être*. The single most important hallmark of the ten colleges identified by the study is that each has a clearly articulated mission and carries forward a distinctive culture.

High Morale and Satisfaction Among Faculty


Ten Exemplary Colleges
Distinctive Organizational Culture
Participatory Leadership
Key Features
Faculty Identification with the Institution
Organizational Momentum

These are colleges with strong, penetrating cultures. They share with most other liberal arts colleges several intrinsic advantages that strengthen culture: their relatively small size, interdependent parts, and a long history—they have traditions on which to build. What is special about these cultures, however, is their coherence. They say what they do, in very clear terms—then, do what they say. A coherent culture permeates the fabric of the institution; you hear the same stories—the college lore—whether talking to the chairman of the board, a mathematics professor, a freshman, or the campus police.

The majority of these colleges are religious in character, with cultural roots in firm theological soil; they know where they came from. This sense of history shapes their present and informs their planning.

These colleges stand out from others, too, in that their particularity—their distinctive values and commitments—is combined with an openness, a genuine respect for difference. Cultural particularity can undermine faculty morale and satisfaction if it erodes academic freedom and discourages the critical thinking and dissent required for the intellectual and ethical development of students in a liberal arts context. Cultural distinctiveness is not enough; it is that delicate balance between particularity and openness that makes these colleges special.

Faculty commitment to the colleges and to teaching is enhanced by an intellectual climate that values community and critical thought—the asking of hard questions. It is the struggle with the tension between these two that cultivates the kind of strong academic community worth committing to.

One of the most serious challenges for administrators in colleges of this sort is to maintain both the distinctive culture of the community and the critical thought required for the intellectual growth of students and faculty. To focus primarily on the maintenance of community can lead to a stultifying parochialism and faculty stagnation. On the other hand, to cultivate only the critical side, stressing pluralism and openness, can lead to a kind of empty relativism where faculty and students talk past one another and seldom engage intellectually or personally. Our study of small, liberal arts colleges suggests that both faculty morale and student learning are enhanced by the creative tension between distinctive community and critical thought. Where the commitments forming community are being openly debated in an intellectually rigorous way, ideas are seen in context and imbued with new meaning. Teaching and learning become especially enticing endeavors.

As the study of corporate cultures has shown, distinctive organizational cultures need not be explicitly religious. Eastern Mennonite, Nebraska Wesleyan, Saint Scholastica, and William Jewell have ties to religious communities that are clear, direct, and thoughtfully nurtured. Smith, on the other hand, has forged its uniqueness out of the challenge of providing a distinguished education for highly motivated and intellectually oriented women, at a time when many other selective women's colleges have become coeducational. Its resolute focus on the education of women is balanced, again, by a strong emphasis on diversity and the honoring of dissent. Community and critical thought are held in tension and provide an educational environment challenging to both faculty and students.

The power of organizational culture is made evident and reinforced through events and structures that are heavily laden with the symbolic—the stories that are told, the people honored, the ceremonies and rituals, the personnel policies, even the architecture. Particularly indicative are the rituals, the architecture, and the focus on students. Here is what we found.

Ritual. Greenville College has a series of ceremonial events running through the academic year that rehearse and underscore core commitments that sustain the college. These begin with an annual fall fellowship that includes faculty, staff, and spouses and lasts for three days at an off-campus site. Faculty refer to it as a high point in the year's activities—an event that bonds members of the community together. Following commencement, Greenville has an Ivy Cutting Ceremony that goes back to the turn of the century. The graduates assemble in a large circle linked together by a strand of ivy. The president, in the center of the circle, cuts the ivy between each member—symbolizing the movement of the class away from the campus and into the world, with each retaining a part of that which bound them together in a common circle.

Across all ten colleges with high faculty morale, we found ceremonies and rituals that had retained their vitality, or that had been revived and infused with new meaning.

Architecture. Decisions to restore or replace important buildings on a campus can be enormously divisive; they can also be opportunities to make a significant cultural statement.

At Simpson College, the decision to save and restore College Hall, the oldest building on campus, took on symbolic proportions that went well beyond considerations of cost and design. Following considerable struggle among various constituencies of the college, the beautifully restored 1869 building now contributes to the recovery of historical perspective on the campus. The roots of the institution are celebrated in rooms dedicated to the memories of Bishop Matthew Simpson, founder of the college, and George Washington Carver, Simpson's most famous alumnus. The recognition of Carver, particularly, underscores the institution's commitment to social justice and an inclusive pluralism. These historic rooms are adjacent to the Admissions Office, tying the orientation of new students to a special set of values and to a particular sense of historical community.

At Eastern Mennonite College, the main campus building was destroyed by fire several years ago. The architecture of the newly built campus center, standing in the middle of the college grounds, recalls the silhouette of traditional Anabaptist barns. Inside, on the first floor, frequently visited college offices surround a large, comfortable gathering place. Symbolically and practically, interior spaces bring people together in a manner consistent with the spirit of collegiality, cooperation, and consensus permeating the college.

At several of these colleges, buildings on campus were named after faculty members, known to generations of students, whose lives exemplify core values of their institution. This contrasts with the more common practice of naming buildings after contributors. As a symbolic gesture, it gives dignity to the faculty role and is a clear statement of institutional priorities.

Focus on Students. The cultures of these colleges include a commitment to the student—the development of the whole person—that becomes a pivot point around which everything else turns. For faculty, this cultural priority makes the role of teachers and their relationship to students of unequivocally primary importance. While faculty in other institutions struggle with the competing demands of multiple roles and ambiguous standards of evaluation—particularly around the relationship between research and teaching—the faculty of these colleges know that their vocation is teaching and that this role is central to their institution. Disciplinary research, community service, and governance activities are valued, but in relation to this primary agenda.

Notion of Community. The concept of community plays a large role in the self-understanding of these colleges; at most of them, the family metaphor is invoked frequently and without embarrassment. The community, or "family," is not, however, an end in itself, for that parochial condition would lead to a crippling localism and faculty stagnation. In each case the community spirit serves a larger purpose—defined in a variety of distinctive ways—to educate undergraduates and prepare them to take their place in a broader world.

■ PARTICIPATORY LEADERSHIP

At the start of the study, we assumed that strong, effective leadership would be a key contributor to faculty morale. In accordance with research on academic leadership, we assumed that a variety of leadership approaches would work but that what was important was managerial competence. We expected that some deans and presidents would be participatory in their leadership styles and others would be more hierarchical—relying for legitimacy on their capacities to be effective and productive.

This assumption was not supported by the case studies. Every one of the ten colleges with high morale and satisfaction had a leadership that was aggressively participatory, in both individual style and organizational structure. In addition, our survey data indicate that faculty at "high morale" colleges perceive the decision-making climate to be more participatory than do their colleagues at colleges with relatively low morale. In every one of the ten decision-making areas about which we inquired, faculty in "high morale" colleges report greater involvement.

Strong Leadership/Flat Hierarchy. The case studies reveal what on the surface appears to be a contradiction. Our exemplary colleges have at the same time forceful leadership and an organizational structure that minimizes hierarchical distinctions. The powerful influence of the president on the life of the college was a topic raised frequently in campus interviews. At William Jewell, Simpson, Gordon, and Nebraska Wesleyan, the presidents were commended for almost single-handedly turning the institutions around. Strong deans were given credit for holding colleges together in difficult times. At the same time, most of these colleges have intentionally structured a flat hierarchy. In the religiously affiliated schools, a common theme, comfortably articulated, is that of "administrator as servant." At Eastern Mennonite this orientation is firmly embedded in the Anabaptist history of the college; brotherhood, service, and humility are institutionalized in a school where leadership is shared and decision making is largely consensual. At Greenville, the Faculty Handbook explicitly states that "the distinctions between instruction and administration are meant to be only those of function and suggests no hierarchy of value related to the respective duties of each group." The site visitors to Greenville concluded: "It is not the great leader but the teaching faculty/administration 'family' that sets the tone for the institution."

Empowering Leaders. Presidents and deans in the ten colleges know how to empower others. In these institutions, power is not seen as a zero-sum game. In Rosabeth Kanter's terms, "power begets power." Those in positions of influence give power away. They share authority, and in so doing empower others and enhance the effectiveness of their organizations as a whole.

In a number of the colleges, the president and dean serve as a team in complementary roles. Often the president articulates the values, vision, and dream for the college and, in denominational colleges, is frequently a prominent spiritual leader. The dean serves to translate values and vision into the daily workings of the college. Such deans, we observed, take a personal approach, moving about campus and maintaining close contact with faculty. Also, during the site visits, faculty often commented on the capacity of the dean to recognize the accomplishments of faculty and to express gratitude.

The combined work of the administrative team at each of these colleges does much to foster college-wide commitment and, often, consensus.

Willingness to Share Information. The respect for faculty, and the sense of trust that permeates these institutions, is fostered by the sharing of important information. Detailed data and the complexities of institutional decisions are communicated in open forums. Faculty are heard on critical issues and know the details when they debate with administrators or among themselves. This depth of faculty understanding mitigates against polarization. Much of this has to do with the small size of these faculties and their willingness to meet frequently—some would say, incessantly—as a faculty-of-the-whole. Even in institutions where faculty salaries are exceptionally low (and this is true of several of these colleges), there is confidence that, given the resources available, good-faith efforts are being made to improve matters.

Faculty Leadership and Trustees. Colleges with low morale tend to have faculty who are institutionally disengaged. The ten exemplary colleges discussed here, by contrast, have faculty members who take major leadership roles in their institutions and who are actively involved in making key decisions. Individually, these faculty leaders are frequently strong people with impressive, charismatic qualities, who often become mentors to younger faculty and administrators, as well as to students.

Faculty leadership in these colleges, however, is more than a matter of individual disposition; it is a structural phenomenon. At Smith College, a Faculty Council consisting of five faculty members—representing the principal governance committees—meets regularly with the board of trustees, the president, and the dean of the faculty. At Simpson, the chairs of the budget, educational policy, and personnel committees serve as representatives to the board.

At these colleges, the relationship of faculty to the board of trustees is particularly telling. The sense of faculty "ownership" of the institution is a corporative reality. In some of these institutions, the connection with board members extends beyond formal roles; trustees are regarded as part of the community and interact with faculty in ways that are open and direct, unmediated by the administration.

Authority, Not Domination. Georg Simmel, the German social theorist, made a distinction between authority and domination: Authority is embedded in communities of mutuality and interdependence, while domination is hierarchically bureaucratic, impersonal, and alienating. The ten exemplary colleges have leaders who have authority but do not "dominate," in Simmel's sense. The terms most often used to describe administration-faculty relationships across the ten campuses are telling: trusting, open, fair, integrity, respect for one another, caring, a "truthful" atmosphere, lack of antagonism, concerned, personal, responsible, and accessible.

In no sense do the faculty feel alienated from their institutions and their leadership. This stands in sharp contrast to the majority of the American professorate. The last two Carnegie Foundation surveys (1984 and 1989) found that fully two-thirds of the faculty respondents had a negative view of the administrators in charge of their institutions. The sense of estrangement runs high, particularly in the large, comprehensive institutions, which are of necessity more bureaucratic (because of size and complexity); instead of being participatory and collaborative, they have become adversarial in their governance. That sense of alienation from the institution and its leadership can, very likely, contaminate what one does in the classroom and how one relates to students.

Responsibility of Faculty. Participatory leadership requires an especially responsible faculty. The aggressively participatory leadership, characteristic of our ten colleges, works because faculty members are willing to invest an inordinate amount of time and effort in institution building. Administrators are supported and, in time of institutional conflict, given the benefit of the doubt. The faculty of these colleges exercise the kind of organizational discipline required to make shared governance possible.

■ ORGANIZATIONAL PROMISE AND MOMENTUM

It is hardly a surprise that organizational culture and leadership should matter to faculty morale and satisfaction. What is striking in the case studies is that all ten colleges exhibit a sense of momentum; they are colleges "on the move." And this sense of momentum appears to relate directly to individual faculty satisfaction and group morale.

Much has been written recently about faculty who see themselves as "stuck" in mid-career. Faculty members can be full professors at the age of 40 and have no place to go, in their own college or elsewhere—stuck in the same place and with the same colleagues for the next 30 years.

Our study found that an individual's sense of career momentum can be related to institutional momentum. The faculty in the ten colleges we studied have relatively high morale in part because they are in colleges where there is a sense of momentum. When faculty we interviewed were asked about their own vitality or that of colleagues, they frequently would turn to discuss the vitality of their institutions, to the sense of motion that permeates their colleges. At William Jewell, for instance, the college was seen as "on the upswing"; at St. Scholastica, the president was given credit for the sense of "forward motion"; and at Lenoir-Rhyne, regular reference was made to the rise in quality and the new academic standards.

"Turnaround Saga." Several of the colleges report a "turnaround saga": they faced adversity, overcame the challenge, and are now moving forward. The story repeated frequently at Simpson reminds one of the phoenix myth. Shirley Clark, the head of our visiting team, reported that the president emerged "as the popular organizational leader-hero who played a central role in setting the college on its feet financially, raising faculty salaries, [and] restoring and extending traditions to increase the sense of community." In the words of Simpson faculty, "now we're poised, ready to break out"; "this is a place that believes in itself again"; "the school has momentum"; and "we're a good school getting better all the time."

Collective Projects. The momentum in several of these colleges has been sustained by carefully designed projects that either accentuated the direction in which the institution was moving or ventured into areas that are academically non-traditional. William Jewell and Lenoir-Rhyne chose the traditional route, developing programs that called for a new emphasis on academic excellence and the raising of standards. The College of Notre Dame, St. Scholastica, Simpson, and Smith introduced innovative programs that drew into the college new student populations. Both strategies involved faculty and rallied their support, introduced new opportunities for growth and change, and moved the institutions ahead through a collective academic effort.

■ INSTITUTIONAL IDENTIFICATION AND INSTITUTIONAL DIVERSITY

The fourth institutional characteristic that correlates with high faculty morale focuses on faculty members themselves and builds upon the other three; that is, faculty at all ten colleges have an unusually strong identification with their institutions.

Particularly striking is the congruence between individual faculty members' commitments and goals and those of the college. Much of this has to do with the distinctiveness of these colleges and the ability of their leaders to articulate that distinctiveness and build it into everyday operations at the college.

Selection Process. This inordinately strong identification with the institution begins with the way faculty are recruited for appointment to the college. In most of the ten, one finds an elaborate process of mutual selection. Faculty are recruited not merely into an educational institution, but into a community with defined values and goals. Great care is taken to articulate the culture and goals of the college and to explore the match between applicant and institution. The time spent on campus by the candidate is extensive and intense, usually involving not only meetings with faculty but a classroom presentation to students, a session with the president, and, frequently, time with faculty spouses.

Faculty are often selected from among those already well acquainted with the college and its values. At the College of Notre Dame of Maryland, for instance, 38 percent of the present college staff—faculty and administrators—are graduates of the institution. Joseph Katz, leader of that case study team, reported:

> Several faculty whom we talked with described their joining the college as faculty as "coming home." The team did not get the impression that so large a percentage of graduates among the faculty led to intellectual or social inbreeding. It seems instead to have infused fresh vitality into

the spirit of community, and the graduates bring back to the college the fruits of their lives, work, and studies in other settings in other parts of the country.

Collaboration and Focused Support, Not Competition. The identification of faculty with the colleges in these case studies is enhanced by minimizing competition and emphasizing collaboration. Survey data show that the cultures of high morale colleges are perceived as more collaborative than individualistic. Faculty at high morale colleges are encouraged to work collaboratively with each other and with administrators.

Faculty can afford to identify with these colleges because each offers an environment in which individuals are encouraged and supported instead of being constantly threatened with potential job loss. This contrasts with the experience of faculty in many other colleges, particularly in periods of unpredictable enrollments and retrenchment. Because the leadership in these colleges is participatory in style and the decision making collaborative, there is reason for faculty to believe that the institutions are theirs and they will not be cut loose without warning by unseen hands.

Faculty also identify with these institutions because these colleges offer reward systems that minimize competing loyalties. In so many colleges and universities today, the academic profession is torn by the competing demands of disciplinary, institutional, and external responsibilities. In the colleges under study, some faculty make contributions to their disciplines, but their disciplinary careers do not compete for time with their institutional careers—the priorities are clear. The same can be said for their external careers—their consulting with outside agencies. This work is also valued, but primarily in relation to the faculty members' responsibility to students and the college.

Because of its distinctiveness, Smith College is difficult to fit into any list of generalized statements about academic institutions. Its faculty is known for its intellectual diversity and takes pride in its capacity to articulate conflicting points of view. Smith has dealt creatively, however, with the professional tensions built into careers of faculty in a highly selective institution. Teaching, scholarship, and service are thoughtfully balanced in a tenure and promotion process for which the faculty have full responsibility.

As the other nine colleges on our "exemplary" list attempt to sustain their momentum by pressing for higher standards and an agenda of "academic excellence" as it is traditionally understood (e.g., more faculty research, publications, and "national visibility"), the high faculty morale and satisfaction that they presently enjoy could be threatened. The governance and faculty evaluation processes developed over time at Smith could stand as instructive models for them.

In addition to the factors discussed above, we identified several other factors that contribute to faculty morale, which are discussed below.

■ OTHER FACTORS CONTRIBUTING TO FACULTY SATISFACTION AND MORALE

The case studies provide a wealth of information about other ways of supporting faculty morale and satisfaction.

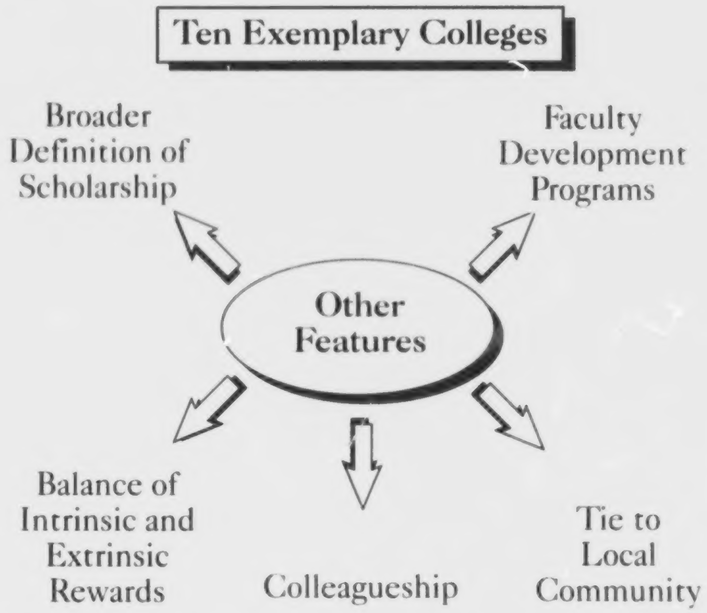
Broader Definition of Scholarship. For example, we also found that a broader conception of scholarship has emerged in these colleges. The dominant view in most of higher education is that scholarship is primarily research, the advancement of disciplinary knowledge, publishable in refereed journals. The ten schools in our study, in one way or another, challenge this restricted view. Faculty are required to be scholars and are accorded the dignity and recognition that goes with the title; scholarship itself is defined more broadly. Some faculty do cutting-edge research in their disciplines and publish as is traditionally expected, others engage in more general, interpretive kinds of scholarship; they too publish, but in more popular formats. Scholarship enriching the local community, church, and public schools is recognized—the application of knowledge in the local setting is honored. But, most important, the scholarship required to maintain good teaching on a sustained basis is valued. Meeting with colleagues to discuss how ideas are presented in class, how the metaphors and analogies used in a particular field facilitate learning or lead to confusion, how students from diverse backgrounds "make meaning" out of what is said and done in the classroom is encouraged and supported. This broader conception of scholarship allows faculty to build on their own scholarly strengths and be rewarded for it.

Faculty Development Programs. It is also clear that faculty development programs can make a significant difference. Several of the colleges selected are noted for their contribution to faculty development. The "growth contract" program developed and refined by Gordon College is a case in point. At several of the colleges, faculty development programs and policies are tailored for faculty at different career stages and ages.

The faculty development activities in these colleges go beyond the usual—but important—support for travel, small grant funding, and sabbaticals. Their support for faculty development signals the institutions' commitment to teaching and, often, the kind of teaching expected of faculty. If an institution expects faculty to take the student as learner seriously, intellectually challenging opportunities to become acquainted with and discuss what we know about learning must be made available. Faculty in our high morale colleges are often well acquainted with the writing of William Perry, David Kolb, Lee Shulman, and others known for their work on student learning and cognitive development. Scholarship that is a part of good teaching receives recognition and support.

Balance of Intrinsic and Extrinsic Rewards. Other factors important at these colleges include various institutional policies that sustain faculty morale and satisfaction. There is recognition that both intrinsic rewards (such as appreciation and autonomy) and extrinsic rewards (such as salaries and benefits) are important.

High Morale and Satisfaction Among Faculty


Ten Exemplary Colleges
Broader Definition of Scholarship
Faculty Development Programs
Other Features
Balance of Intrinsic and Extrinsic Rewards
Colleagueship
Tie to Local Community

Neglect of either threatens the quality of the workplace and the level of faculty morale. While salary levels at some of the colleges are quite low, faculty perceive that the intrinsic rewards are strong and that the institution is doing its best in regard to financial compensation.

Colleagueship. In addition to a balance between intrinsic and extrinsic rewards, a sense of colleagueship is found in these colleges that is very important in making faculty feel good about their work and their institutions.

College/Community Relationships. Finally, a number of the colleges have a special tie to the local community that enhances faculty satisfaction and morale. For example, faculty at Lenoir-Rhyne are highly respected in the community of Hickory, North Carolina. They are seen as contributing to the quality of life, not only in the college, but in the local community as well. This special relationship, while contributing to the college and the town, enriches the lives of individual faculty members.

■ CONCERNS AND QUESTIONS

As the major organizational factors related to morale emerged through the study, so too did several questions.

Colleges such as those we've discussed should be alert that their strong cultures—focused on teaching and close, committed communities—do not lead to a neglect of the concerns and issues regnant in the wider world of higher education and in the disciplines. Also, excellence in pursuing "broader definitions of scholarship" requires vigilance among faculty if they are to stay current in their fields.

A number of these colleges aspire to move higher in the pecking order of liberal arts colleges. One wonders whether the aspiration to place greater emphasis on traditional research will undermine the key cultural values that presently contribute to high morale.

Finally, the relationship between organizational momentum and faculty morale is particularly intriguing because of the questions it raises: How can organizational momentum be sustained? Will faculty morale decline if a college experiences a loss in momentum? Can "momentum" continue without growth?

Reflection on these questions reminds us of John Gardner's statement: "The only stability is stability in motion." Much of what Robert Waterman writes about in his book, *The Renewal Factor (1988),* can be found in the ten exemplary colleges. Perhaps this study has identified institutions with a special capacity for self-renewal. What we can be sure of, however, is that faculty renewal and institutional renewal are inexorably linked.

■ CONCLUSION

In research on the industrial workplace, the relationship between job satisfaction and productivity is not immediately evident; satisfied workers are not always the most productive. In the liberal arts college, however, where the primary focus is on student learning and the development of the student in a holistic sense, the satisfaction of faculty—indeed, the excitement of faculty about their work—is critical to the achievement of educational goals.

Another response to the question about the relationship between faculty morale and student learning is suggested in Parker Palmer's article on community and ways of knowing in the September/October, 1987 issue of *Change.* Palmer articulates what has become a groundswell in higher education; an important epistemological shift is taking place in the discussion of how students learn, moving away from individualistic, objectivist (distancing) ways of knowing to a recognition of the relational nature of knowledge.

Following upon William Perry's work on cognitive and ethical development, and some of the new scholarship in women's and ethnic studies, there is growing awareness of the strong connection between the power of community and the quality of learning. The importance of the relationship between human context and the making of meaning, between the knower and the known—self and world—must be acknowledged.

The small liberal arts college is the ideal place for this kind of connected learning, precisely because its students are not objectified and treated as things. At its best, the liberal arts college is furthest from an educational assembly line; it is a learning community, to which morale and commitment are central.

Having explored the organizational factors and conditions that tend to be associated with colleges with exemplary workplaces and higher levels of morale, we now turn to practical ideas for assessing and enhancing the academic workplace at individual colleges.

CHAPTER 2

UNDERSTANDING YOUR COLLEGE

ANN E. AUSTIN

Faculty who are committed, involved, and excited about their work help create a stimulating, supportive and challenging environment for students. We believe that college communities that sustain faculty are likely to enrich students. Yet creating and maintaining such environments requires thoughtful attention from administrative and faculty leaders as well as from faculty members at all ranks. In the first chapter, we explained the concerns from which developed the Council of Independent Colleges' study of faculty morale, and we highlighted key organizational factors that enhance morale. The case studies of colleges where faculty morale is relatively high (provided in Section II) suggest successful practices that may be useful at other schools. However, the case studies should not be used as "road maps" or "models" for other colleges. Instead, the case studies should stimulate thinking and provide a range of ideas that might be adapted effectively at other colleges. Strategies must be specifically matched to the context of a particular college.

We turn now to your college—and ways to assess faculty morale and the quality of the workplace. Because each college is unique in its configuration of history, culture, mission, strengths, and challenges, we suggest that efforts to improve faculty morale begin with a review and assessment of institutional conditions and factors that affect the quality of the academic workplace. A thoughtful assessment identifies areas where interventions or changes are most needed and most likely to produce effective results. Then, administrators and faculty members can develop strategies particularly appropriate for the specific college. Institutions and the people who work, study, and live in them change over time; therefore, we suggest that, after strategies have been designed and implemented, periodic reviews of faculty morale and the factors affecting it will help sustain a supportive, vibrant academic workplace.

Several principles apply to the process of assessing a college as a workplace and then selecting and implementing ideas for improving that workplace. First, the success of efforts to improve morale and enhance the academic workplace is related to the extent of faculty involvement in identifying strengths and concerns and envisioning and planning solutions. Especially at small colleges, faculty members usually are involved in determining the direction of the college as a whole. Faculty leaders, as well as individual faculty members, hold much of the responsibility for determining the quality and characteristics of the college as a workplace. When faculty are involved in both the assessment and the intervention processes, they are more likely to feel "ownership" for the plans. The degree of faculty ownership is related directly to the success of such plans.

Second, the role played by senior administrators—presidents and deans—is critical to the success of efforts to improve the academic workplace. Institutional leaders need to emphasize the importance of the quality of the academic workplace and the seriousness of their commitment to this issue. However, while presidents, provosts, and deans must provide leadership, they cannot effectively or practically impose a positive academic workplace on faculty. The responsibility resides with both faculty members and institutional leaders.

Third, faculty and administrators must recognize that a serious, sustained effort to improve morale and the quality of the workplace requires time and patience. Serious attention to such a project raises anxiety and uncertainty among faculty, requires faculty members and administrative leaders to make commitments of time that stretch their already full schedules, and sometimes necessitates financial allocations that force reevaluation of institutional budgets. Analyzing current conditions, developing appropriate intervention plans, and implementing the plans are long-term activities; thus, evaluation of success should not occur prematurely.

We consider now, in this chapter, ideas for assessing and understanding the academic workplace at your college. The next chapter provides specific ideas for improving the academic workplace and suggests ways to select strategies most effective for your college. We urge colleges to take the time to assess and understand their academic workplaces before selecting and trying some of the strategies described in Chapter 3.

■ ISSUES TO CONSIDER

In this chapter, we suggest ways to explore and assess the characteristics, strengths, and weaknesses of a college as a workplace. Additionally, the chapter describes two surveys as well as an audit that are useful tools for the exploration and assessment process. Before proceeding with any of these steps, however, college leaders—both administrative and faculty leaders—should consider several key questions.

1) What aspects of the academic workplace do we want to explore?

Among the components of an academic workplace are the culture of the college, the leadership practices, the decision-making processes, the reward systems (both intrinsic and extrinsic), the work-load, faculty evaluation practices, opportunities for professional growth, institutional means to support faculty members' individual career values, and the nature of college-community relations. An exploration and assessment of a college's academic workplace might focus on one, several, or all of these components. The surveys and audit we describe include sections pertaining to these, as well as other, components.

2) How much time and what resources do we want to allocate to this project?

Assessment of the condition of faculty morale and the quality of the workplace can involve a heavy institutional investment of faculty and administrative time as well as financial support. For example, exploration and assessment may take place over an academic year and include retreats and meetings involving many members of the college community. In contrast, one survey or a single meeting of faculty and administrative representatives may be the extent to which institutional resources are committed. The strategies we suggest can be tailored to either extreme. The answer to the time and resources question is critical as plans are made.

3) Who should be involved in the exploration and assessment of faculty morale and the quality of the academic workplace?

Some colleges include all faculty and administrative leaders in highly participatory meetings and retreats where the agenda focuses on the conditions of the workplace and faculty morale. Elsewhere, faculty representatives meet with administrative leaders, or senior administrators alone assess the quality of the workplace and identify issues to address. The suggestions included in this chapter emphasize broad participation of both faculty members and administrative leaders, since we believe wide involvement leads to the most effective outcomes.

■ STRATEGIES FOR EXPLORING AND ASSESSING THE ACADEMIC WORKPLACE

Various strategies can help a college assess faculty morale and the condition of the academic workplace. We suggest several strategies, each of which can be used alone or in combination with others. Of course, the choice of strategies should reflect the traditions and culture of the college.

• Survey the Faculty and Administrators about their Views Concerning Morale and the Workplace

A senior administrator (president, provost, dean) or a faculty committee charged with the task of analyzing issues related to morale and the workplace can invite all faculty and selected administrators to complete a survey pertaining to their perceptions of faculty morale and the characteristics of the academic workplace. Later in the chapter we describe the CIC *Survey of Faculty Views* and CIC *Survey of Administrators' Views*, which have been used in more than 140 colleges to assess morale and conditions of the academic workplace. The survey results from CIC's national study of faculty morale are available for comparative purposes. (See Appendices 1 and 2 as well as the 1987 CIC monograph entitled *Commitment, Community, and Congruence: A Different Kind of Excellence*.) Permission for use of these surveys is available through the Council of Independent Colleges.

Regardless of whether a college uses the CIC surveys or its own institutionally designed surveys, respondent anonymity should be assured in order to encourage as many faculty as possible to complete the survey. Then, a committee of administrative and faculty leaders can use survey results as a first step in identifying characteristics of the college as a workplace, levels of faculty morale and satisfaction, and perceptions and preferences of the faculty concerning their work. Additionally, faculty and administrators' views about the institution as a workplace can be compared and incongruities identified. This kind of baseline information about the condition and characteristics of the college is a good foundation from which to pursue other strategies suggested here.

- **Convene a Retreat**

Administrative and faculty leaders might convene a retreat for all faculty members or for campus leaders to discuss findings from the surveys and to work through the *Academic Workplace Audit*, a set of stimulating open-ended questions organized around various components of the academic workplace. The *Academic Workplace Audit* is described later in this chapter and is provided as a companion piece with this volume. At a retreat, a useful plan is to divide faculty into small groups, with each group charged to discuss one aspect of the workplace or one area covered by the *Audit* and to identify potential strategies to address problems that are identified. Each group can report on its discussions to all attending the retreat. The outcome of a retreat would be an analysis and identification of strengths of the college as a workplace, areas or issues of concern, and recommended strategies to enhance the workplace and faculty morale.

- **Set Up Focused Committees**

A college might choose to spend an entire semester or year examining and improving one key factor related to morale or one key element of the academic workplace. A committee of faculty members (and possibly some administrative leaders) could be charged with this task, and use of the *Audit* might facilitate their work. The committee might choose to collect more data from their colleagues through an interview process.

- **Schedule Discussions at Faculty Meetings**

After a retreat held for initial discussion of morale and workplace issues, a portion of each faculty meeting throughout a semester or a year might be devoted to discussion of specific topics pertaining to morale and the workplace. The purpose of these discussions would be to develop plans and strategies to address specific issues of concern.

- **Invite Consultants to Visit the College**

While a college often can address important issues on its own, consultants from outside the organization can provide fresh perspective and can share ideas of what has worked at other colleges. Consultants can be used to review findings after a college has surveyed its faculty and administrators, to coordinate a retreat to work through the *Academic Workplace Audit*, to interview faculty and administrators in order to gain a fuller picture of their concerns and perspectives, and to help design strategies and interventions to improve morale and the workplace. A list of consultants who can help in these kinds of ways is available from the Council of Independent Colleges.

- **Visit Other Colleges**

A team composed of faculty and administrative representatives might arrange a visit to other colleges where faculty morale is relatively high. Interviews and observation might suggest ideas for consideration.

■ USEFUL TOOLS FOR EXAMINING AND ASSESSING THE ACADEMIC WORKPLACE

As part of the Council of Independent Colleges' study of the academic workplace in liberal arts colleges, several tools have been developed for college use. We describe each below.

▪ Survey of Faculty Views of the Academic Workplace

The purpose of this survey is to provide data that describe characteristics of a college's faculty as well as faculty perceptions of various aspects of the organization's culture and qualities as a workplace. The survey includes short-answer questions on:

- faculty career patterns, values, and aspirations; faculty allocation of work efforts; and faculty demographic data;
- faculty perceptions of participation in institutional decision making, of institutional evaluation processes and criteria, and of cultural characteristics of the institution;
- measures of faculty morale and job satisfaction.

The *Survey of Faculty Views* is organized to highlight discrepancies between faculty *perceptions* of organizational practices and conditions and faculty *preferences* concerning those organizational practices and conditions. It also includes a set of questions inviting written response concerning aspects of the academic workplace. The survey is especially useful as a means to highlight areas of concern for faculty and as a means to gather baseline data about the academic workplace.

A copy of the *Survey of Faculty* is included in this book as Appendix 1. Permission for its use can be obtained from the Council of Independent Colleges. In addition to the survey, CIC can provide instructions for administering, coding, and analyzing it and suggestions for interpreting the data.

▪ Survey of Administrators' Views of the Academic Workplace

This survey, included in this book as Appendix 2, is designed to parallel the *Survey of Faculty Views*. Like the faculty survey, it includes sections on administrators' perceptions of:

- cultural characteristics of the workplace;
- the extent of faculty involvement in institutional decision making;
- institutional practices in regard to faculty evaluation;
- opportunities within the college for faculty to pursue various career goals;
- the levels of faculty morale and satisfaction.

The *Survey of Administrators' Views* is organized to highlight discrepancies between what administrators believe *should be* institutional practices and what they perceive *actually are* institutional practices. Also, like the *Survey of Faculty Views*, it includes several questions inviting written comments about the institution as a workplace.

When a college uses both surveys, the data collected can be compared to show the degree of congruence between faculty members' and administrators' views. Areas of considerable incongruence may be important ones for further analysis.

As with the *Survey of Faculty Views*, permission to use the *Survey of Administrators' Views* should be sought from the Council of Independent Colleges. CIC will provide instructions for use.

- **Academic Workplace Audit**

While the *Survey of Faculty Views* and *Survey of Administrators' Views* provide for the collection of data about a range of aspects of the academic workplace, the *Academic Workplace Audit* (the companion volume to this *Sourcebook*) focuses on the key organizational conditions and related factors that were found at colleges where faculty morale is high. The *Audit* is designed to stimulate discussion and analysis of organizational conditions that relate to the quality of a college as a workplace and the strength of faculty morale.

The *Audit* is organized into sections, each focusing on one important organizational factor that relates to faculty morale. The order of the sections parallels the order in which Chapter 1 presents the CIC study results concerning key organizational factors related to faculty morale. As explained in Chapter 1, the first four organizational factors are of primary importance in regard to faculty morale. The nine sections of the *Audit* are the following:

- Organizational Culture
- Leadership (with one section on Governance Structures and Faculty Leadership and one section on Administrative Leadership)
- Organizational Promise and Momentum
- Institutional Identification Coupled with Institutional Diversity
- Support for Scholarship
- Faculty Development Programs
- Balance of Intrinsic and Extrinsic Rewards
- The Nature of Colleagueship
- College-Community Relations

Each section of the *Audit* begins with a brief statement defining the organizational factor and providing the study findings concerning the role of this factor in contributing to high faculty morale. Then, each section includes a list of questions useful for stimulating in-depth, analytic discussion and examination of the organizational factor. Finally, each section ends with several open-ended statements to help focus ideas that emerge from use of the *Audit* questions.

The uses of the *Audit* should be determined at each college. There are no "right" or "wrong" answers to each question. Instead, the questions are designed to stimulate discussion, focus attention on important aspects of a college as an academic workplace, and suggest possible issues toward which more attention might be directed. The *Audit* can be used in its entirety or one or several sections may be extracted from the whole document. A typical use for the *Audit* is as a tool to frame discussion among committees or groups of faculty and administrative leaders who are interested in building on, enhancing, and sustaining the quality of the college's academic workplace. As suggested in a previous section, the *Audit* can be used as the primary activity around which a faculty retreat is structured. In addition to its usefulness as a way to elicit and guide group discussion, the *Audit* questions are of interest to administrative and faculty members who use the questions as a framework for periodic individual reflection on their work within the context of the college. Additionally, presidents and deans have reported that the *Audit* has strong potential as a tool for institutional review during accreditation studies. *The Academic Workplace Audit* is a companion piece to this book. Multiple copies can be obtained from the Council of Independent Colleges' Publication Department.

• The Academic Workplace Worksheet

A worksheet is a useful tool for focusing and organizing ideas and for achieving consensus as faculty and administrators consider ways to improve a college as a workplace. The *Academic Workplace Worksheet* can be used by a committee or group to focus on a college's strengths and weaknesses pertaining to key organizational conditions; the *Worksheet* also is useful for listing possible strategies to improve that organizational condition. The *Academic Workplace Worksheet*, along with instructions for its use, can be found in Appendix 3.

■ SUMMARY

Plans to improve faculty morale and the academic workplace at a college are more likely to succeed if they are designed to fit the institution's culture, strengths, and weaknesses. Taking the time to assess organizational conditions that relate to morale provides the foundation for identifying and implementing effective and successful solutions. The strategies and tools discussed in this chapter will assist faculty and administrators who undertake the challenge of strengthening their college as a place of work. Again, we emphasize that every college need not use every strategy and tool presented in this chapter. Rather, we present an array of possibilities with the hope that each college striving to analyze and improve its workplace will find something to use for its unique circumstances.

CHAPTER 3

MAKING A DIFFERENCE

ANN E. AUSTIN

Once a college has undertaken an assessment process, such as described in the previous chapter, what are specific ways to improve the quality of the academic workplace and faculty morale? This chapter focuses on strategies to make a difference in the lives and work of faculty members and in the overall workplace environment of a college.

The literature on faculty development often focuses on the individual faculty member—the characteristics and needs associated with different career stages, disciplines, and genders. Thus, suggestions emerging from the faculty development literature often involve useful strategies for assisting individual faculty members to maintain their vitality and professional growth. In contrast, the Council of Independent Colleges' project has emphasized organizational conditions that affect the quality of the academic workplace and faculty morale. Our suggestions for creating effective academic workplaces and improving faculty morale draw on the findings from studying colleges where morale is relatively high (described in Chapter 1) and from our experiences in assisting colleges to enhance the quality of their institutions as workplaces. Case studies of ten colleges where faculty morale is high, found in Section II of this book, illustrate some of the strategies suggested in this chapter.

Before discussing specific strategies for improving faculty morale and the quality of the academic workplace, however, we discuss some issues that college leaders—both administrative and faculty—should consider when selecting and implementing any strategies.

■ QUESTIONS RELATED TO SELECTING STRATEGIES

In Chapter 2, we suggested that the process of assessing and understanding a college as a workplace should begin with consideration of several key questions. These questions concerned the selection of components of the academic workplace on which to focus an assessment, the time and resources available to allocate to the process of assessing faculty morale and the quality of the college as a workplace, and the individuals to be involved in the assessment process.

In this chapter, we suggest that the selection and implementation of specific strategies to improve the workplace also should begin with reflection on several questions. If an assessment process has been the first step of an initiative to improve morale and the workplace, then the answers to the questions listed here will emerge more readily. In order for strategies and interventions to be effective, they must be specifically appropriate to the college's culture and circumstances. Important questions for institutional leaders to ask as they consider strategies to improve morale and the academic workplace include the following:

1) What aspects of the academic workplace do we want to address or enhance?

Following an assessment of college strengths and concerns, faculty and administrative leaders will have identified and assigned priority to areas needing attention.

2) What type(s) of interventions would be most useful, given our college's strengths and weaknesses?

Not every idea included in this chapter will work effectively in every college. As shown in the case studies, a college with high faculty morale builds on its unique culture. Efforts to create and sustain an effective academic workplace must be appropriate for the history, traditions, and goals of the college and the characteristics of its faculty.

3) How will a particular strategy or intervention build on the college's strengths?

Will the proposed strategy enhance already positive characteristics of the workplace or of the college as a whole?

4) How will a particular strategy address problems or concerns?

Will the potential strategy really improve the problem or would another intervention be more effective?

5) Are there any negative aspects of using a particular strategy?

For example, will the implementation of the intervention create tensions or problems?

6) What are the costs in time and financial resources associated with a strategy under consideration?

Faculty and administrative leaders should review the human and economic resources available within the institution for improving morale and workplace conditions, and then make the most cost-effective and time-effective choices.

7) Who should initiate the intervention?

Strategies for creating an effective academic workplace may be initiated or introduced by the president, dean, department chairs, faculty leaders, the senate, a faculty development committee, or a faculty development office. We have tried to organize the ideas listed in this chapter according to who typically would implement the idea; however, many of the strategies could be taken up by any of the possible initiators—administrative or faculty leaders, committees, or a faculty development office. Who brings up an idea or begins an intervention should depend upon the circumstances and needs of the particular college. The way in which an intervention is initiated and implemented at one institution may differ from what occurs at another college. Again, the culture and situation of each college should be the determining factor.

■ THE ACADEMIC WORKPLACE WORKSHEET

The *Academic Workplace Worksheet* (discussed in Chapter 2 and included in Appendix 3) is a useful tool for organizing the results of conversations, meetings, or retreats concerning a college's strengths and weaknesses on each organizational factor related to morale. The last column of the *Worksheet* provides space for listing strategies and ideas that address the issues selected for attention. Use the questions above as a framework through which to evaluate each strategy listed in column 4 of the *Academic Workplace Worksheet* and to select the best strategies to implement.

■ STRATEGIES AND INTERVENTIONS

The specific strategies offered in this chapter are organized around the key organizational factors found at colleges with high faculty morale. The order of the key organizational factors and the related strategies parallels the ordering in the *Academic Workplace Audit*; that is, the first four organizational factors listed are primary, while the subsequent five factors are very important contributors to morale, but not necessarily of equal weight to the first group. After each key organizational component is listed, the study findings are summarized briefly. More complete discussion of the findings is provided in Chapter 1. Additionally, the *Academic Workplace Audit*, the companion piece to this *Sourcebook*, includes succinct discussions of each organizational factor.

Within each section, strategies are grouped according to the likely initiator(s)—administrative leaders, faculty leaders and faculty members, deans, department chairpersons, both faculty and administrators. Nevertheless, the best individual or group to initiate a strategy depends on the traditions, culture, and needs of a particular college.

Recognizing that not all strategies are appropriate or useful for every college, we stress that we are suggesting ideas and not prescriptions. The strategies and interventions listed do not exhaust the possibilities. We hope they will be used to stimulate further thinking among a college's faculty and administrators. Undoubtedly, your college already will have some of these strategies in place.

■ ORGANIZATIONAL CULTURE

***Study Findings*: A college where faculty morale is high has a distinctive and easily identifiable institutional culture. Such a college has a clearly stated and frequently discussed mission that is widely understood and accepted across the institution. Ceremonies and symbols—such as convocations, campus architecture, and special traditions—are used to underscore and express the key values and goals contributing to the college's culture.**

- **Ideas for Senior Administrators**

    - Find frequent opportunities to discuss the institution's mission, goals, values, and culture. Do not assume that a few statements made each year about the college's mission are sufficient. Frequent and consistent statements, made to a variety of audiences (faculty, administrative staff, alumni, students, the community) will support the coherence and strength of the organization's mission and culture.

- **Ideas for Administrators and Faculty**

    - Build on, review, and/or update the traditions of the college.

    - Hold faculty workshops to identify and discuss key elements of an institution's culture and mission.

    - Celebrate holidays that commemorate the college's heritage.

    - Develop ceremonies or rituals—such as events at the opening or closing of the academic year—that simultaneously emphasize the college's values and build tradition.

    - Find ways to share and spread stories that capture the history, traditions, goals, and/or values of the college.

    - Retain old architecture that reflects the college's culture and historical roots and develop new architecture in a way that maintains links with the institution's past.

    - Name buildings after faculty to emphasize the importance of teaching in the college's mission and to recognize the critical role of the faculty.

    - Review and, if necessary, edit college publicity and publications to be sure they accurately reflect the college's mission and culture and the daily lives of students and faculty.

    - Integrate the culture of the college's location into the institution's culture.

    - Establish awards for faculty for success in pursuing goals of the college and, thus, symbolically emphasize those institutional goals.

    - Hold a retreat at the start of the year for faculty and administrators. Use this as an occasion to review college goals and to develop specific plans that support institutional goals.

    - Establish a common dining or coffee area for faculty in order to facilitate interdisciplinary communication.

    - Plan social and intellectual activities and opportunities (e.g., parties, brown-bag discussion groups) for faculty to interact with colleagues in various departments and with administrators.

- Review and, if needed, revise the recruitment and selection process for faculty to ensure that potential faculty members understand and feel compatible with the culture, goals, and values of the college.

- Establish a mentor program for junior faculty to help them understand the mission of the institution and the ways in which the mission is applied.

■ LEADERSHIP

Study Findings: At colleges where faculty morale is high, both administrative leaders and faculty members take responsibility for making organizational decisions and running the institution. The administrative leaders of such colleges understand that strong leadership can exist with high levels of faculty participation. They understand the importance of being visionaries and articulators of the college's mission, while also being accessible and appreciative of the faculty. Rather than relying on crisis management, they tend to be anticipatory planners who are receptive to new ideas and provide opportunities for faculty to have input into decision-making processes. The faculty at colleges with high morale take seriously their role in institutional governance by allocating time to committee work and taking the initiative to interact with administrative leaders. Like the administrative leaders, those faculty in leadership roles are accessible and invite the ideas of their colleagues. Leaders with these qualities are complemented by organizational structures—senates, committees, faculty meetings—that provide efficient, productive, and representative avenues for faculty involvement in institutional matters.

- **Ideas for Administrators**

  - Frequently mention and elaborate on the mission and values of the college and the important role played by faculty in the life and work of the college.

  - Hold forth a vision of the future of the college and discuss the role the faculty play in that vision.

  - Be accessible to faculty through both formal and informal channels. Go to faculty offices for drop-in as well as scheduled visits. Save time on a regular basis for faculty appointments. Locate your office in a place where faculty members congregate or pass by.

  - Work to establish relationships with faculty that are characterized by openness, trust, and respect.

  - Find ways to show recognition of and appreciation for faculty. Use formal means (awards and recognition) as well as informal means (short conversations, informal notes of thanks, verbal thanks).

  - Attend faculty presentations, concerts, performances, and other events to show support for faculty and student efforts.
  - Welcome new ideas and take the time to consider them.
  - Encourage faculty and administrators to take risks when they have new ideas.
  - Establish regular faculty meetings.
  - Hold all-college retreats periodically.
  - Establish vehicles for faculty and trustees to become acquainted.
  - Review, use, and build on the reports of task forces and committees.
  - Periodically attend meetings of committees and task forces to indicate support and maintain open channels of communication.
  - Have faculty representatives (with or without voting privileges) sit on the college's board of trustees.
  - Eliminate any unnecessary bureaucratic levels in the administrative hierarchy.
  - Clearly state policies, practices, and structures pertaining to institutional decision-making policies.
  - Establish vehicles for ensuring wide dissemination of information that is pertinent to the college as a whole.
  - Schedule time on a regular basis to plan ahead about the college's future. Include faculty members in any committees that plan for the future.
  - Invite faculty input in reaction to plans for the institution that you lay out.
  - Include statements in appropriate college publications stating that the roles of both administrator and faculty member are important, with the differences being function, not value.

- **Ideas for Department Chairpersons**
  - Involve faculty members in making important decisions pertaining to the department.

- **Ideas for Faculty**
  - Be willing to put in the time required for involvement in institutional decision making. Attend faculty meetings regularly and be well-prepared. Be willing to participate on committees.

  - Take the initiative to approach and talk with administrative leaders.

  - Actively involve yourselves in the selection process when senior administrative leaders are selected. Investigate the leadership practices likely to be used by applicants.

- **Ideas for Both Faculty and Administrators**

  - Establish small groups of faculty (perhaps with administrative representation also) charged with exploring and addressing specific institutional issues.

  - Learn and practice methods for conducting productive meetings.

  - Include student representatives on institutional committees.

  - Establish procedures for rotation and limited terms for some administrative positions (such as department chairs).

ORGANIZATIONAL PROMISE AND MOMENTUM

Study Findings: A college with high faculty morale often is characterized by a shared sense that the institution's future is promising. Ongoing strategic planning that both addresses challenges to the college's well-being and advances the institution's mission is one way to develop and maintain organizational promise and momentum. College projects that cross departmental boundaries, within which individual faculty members and administrators can identify and pursue their own interests, also encourage a sense of organizational momentum. For example, projects focused on critical thinking, writing across the curriculum, and improving the freshman-year experience require the contribution of faculty members and administrators with diverse perspectives. Furthermore, in colleges where morale is high, new projects and initiatives are balanced by continuing commitment to established college goals and plans; thus, at its best, efforts to encourage organizational momentum are both renewing and compatible with overall college plans.

- **Ideas for Administrators**

  - Assess the strengths and weaknesses of the institution for the purpose of developing long-range planning.

  - Use goal formulation as an ongoing part of institutional decision making.

  - Maintain a process of long-range planning. Additionally, involve faculty widely in such a process.

  - Develop collective projects that involve faculty and administrators across the institution (e.g., writing across the curriculum, plans to improve the quality of instruction, curriculum development).

- Involve faculty members in planning and carrying out college projects in ways that enable individuals to develop new interests and abilities, and thus to experience professional growth.

- Be sure that project planning is translated into actual results.

- Encourage faculty and administrators to write grant proposals to support institutional projects. If feasible, employ a grants writer to assist with such endeavors.

- **Ideas for Faculty**

  - Be willing to get involved in college-wide projects—including developing new abilities and pursuing new avenues.

INSTITUTIONAL IDENTIFICATION COUPLED WITH INSTITUTIONAL DIVERSITY

Study Findings: At a college where faculty morale is high, many faculty members feel that their own values and commitments are generally congruent with institutional goals. This identification with the institution is encouraged by careful faculty recruitment procedures, emphasis on cooperation rather than competition between individuals and between departments, and reward systems that reflect the college's priorities. However, of equal importance, shared commitment to the college's mission and values is balanced with a healthy respect for diversity among faculty, students, and staff. In fact, the presence of individuals of diverse ages, genders, ethnicities, socioeconomic circumstances, and political views is a critical and necessary ingredient for institutional vitality. In sum, colleges where morale is high encourage faculty to support the institutional mission, while, simultaneously, the institution welcomes diversity among the faculty.

- **Ideas for Faculty**

  - Encourage faculty members to feel that they are key players in creating the future of the college by involving them in the process of long-range planning and inviting them to share their hopes and dreams for the college.

  - Encourage respect for and appreciation of diversity among the faculty. Support and encourage faculty, as well as students and administrative staff, to pursue their individual interests, commitments, and beliefs and to share these with others at the college.

  - Structure the criteria on which the reward system is based so that faculty feel encouraged to build on their strengths while also developing areas of lesser expertise that the college values.

- **Ideas for Both Faculty and Administrators**
  - Encourage a spirit of cooperation among faculty across departments.
  - Be sure that prospective new faculty members understand clearly the mission, goals, values, and culture of the college, so they can determine if they will feel reasonably comfortable as part of the college community.
  - Be sure that the college has adopted proactive policies and practices that acknowledge the rights and dignity of all persons. For example, strive to employ women and persons of diverse races and cultural and ethnic backgrounds.
  - Be certain that teaching occasions are characterized by affirmation of the worth of all persons. Use class presentations and discussions as well as assignments to diminish prejudiced attitudes and to increase appreciation regarding differences of age, gender, and racial or ethnic background.

■ SUPPORT FOR SCHOLARSHIP

Study Findings: **Colleges where morale is high define scholarship broadly, so that faculty members can build on and expand their individual strengths. Such colleges recognize and reward faculty for a variety of scholarly activities. While published research is valued and rewarded, other forms of scholarship, including synthesis, application, and transmission of knowledge, are also encouraged and recognized. While universities typically emphasize scholarship defined as publishable research, the high morale colleges in this study conceive of scholarship in more diverse ways.**

- **Ideas for Administrators**
  - Define "scholarship" more broadly than only publishable research.
  - Define "scholarship" broadly enough to enable most faculty to find ways to build on their strengths and interests as they meet the institution's expectations for scholarship.
  - Make certain that all faculty understand clearly what constitutes scholarly activity and what kind and level of scholarly activity is expected.
  - Be sure that "scholarship" is defined and evaluated in a way consistent with the college's mission. For example, if teaching is primary, recognize and reward as one form of scholarly activity faculty efforts to improve teaching and to develop teaching materials.
  - If the institutional definition of "scholarship" is broader than only publishable research, make sure the rewards for scholarly activity reflect the broader definition.

- Publicize the variety of faculty scholarly activities through college publications. Be sure scholarly activity that focuses on teaching is highlighted as frequently and prominently as scholarly activity that constitutes more traditional research.

- Establish a grants office or identify an individual who monitors and finds funding possibilities and who can assist faculty members to write grant proposals.

- Ideas for Faculty
  - When scholarly activity is defined broadly and includes course design and teaching improvement, faculty should conscientiously stay current in their disciplines and integrate new developments into their teaching.
  - Contribute to the intellectual climate by attending presentations, seminars, and brown-bag lunches.

- Ideas for Both Faculty and Administrators
  - Organize regular seminars, brown-bag lunches and presentations as forums through which faculty members can share their scholarly activities.

■ FACULTY DEVELOPMENT

Study Findings: **Colleges with high faculty morale offer a variety of faculty development programs tailored to meet the diverse career stages, professional interests, and personal and life circumstances of their faculty.**

- Ideas for Administrators
  - Be clear with faculty that the college supports faculty who allocate time and effort to faculty development activities. Encourage faculty to see continued professional growth as an expected part of their work.
  - Be sure that traditional faculty development opportunities are in place. For example, sabbaticals, travel leaves, and support for teaching and research projects are very important.
  - Enable faculty members and administrators to take leaves for short-term off-campus experiences. Assist faculty and administrators in finding off-campus experiences that relate to or expand their interests and expertise.

  - Evaluate whether the faculty development opportunities are sufficiently diverse to address differences in faculty needs associated with career stage, gender, discipline, or career interests.
  - Hold informal meetings for faculty at particular career stages or in particular disciplines to determine their needs for faculty development.
  - Establish a faculty development committee or a faculty development office that is formally charged to provide continuing attention to faculty development.
  - Regularly allocate funds for faculty development activities and a faculty development office.
  - Provide frequent publicity, that reaches all faculty, about available faculty development opportunities.
- **Ideas for Faculty**
  - Identify and speak out about your interests and needs regarding professional development.
  - Allocate time to participate in faculty development activities.
- **Ideas for Both Faculty and Administrators**
  - Establish regular lunches or a seminar series organized around a particular theme of interest to faculty.
  - Invite interesting speakers to visit the campus, meet with faculty, and offer talks or seminars.
  - Offer workshops for faculty to help them explore their career-related aspirations and values. Materials developed by Edgar Schein (1978, 1985) on career anchors and by Michael Driver (1977, 1979, 1980, 1982) on career concepts are useful for such workshops.

BALANCE OF INTRINSIC AND EXTRINSIC REWARDS

Study Findings: Colleges with high faculty morale recognize that faculty need both intrinsic rewards (such as autonomy, responsibility, and appreciation) and extrinsic rewards (particularly adequate salaries and benefits). Neglect of either the intrinsic or extrinsic rewards threatens the quality of the workplace and the level of faculty morale. While some colleges where morale is high have low salary levels, faculty perceive that the intrinsic rewards are strong and that the institution makes good faith efforts to provide reasonable salaries.

- **Ideas for Administrators**
  - Support and respect the autonomy faculty should have in conducting their scholarly activities and teaching.
  - Notice and express appreciation for faculty efforts through informal comments and notes of thanks.
  - Establish awards that recognize and honor outstanding faculty efforts and achievements.
  - Strive to maintain salary levels and benefits competitive with other colleges.
  - Make good faith efforts to keep salary levels reasonable and convey to faculty that sincere administrative efforts are made on their behalf.
  - Maintain the general campus so that it is attractive and safe.
  - Maintain faculty offices so they are attractive, conveniently situated, and pleasant.
  - Provide funds for the purchase and maintenance of equipment and facilities necessary for faculty and student work.

THE NATURE OF COLLEAGUESHIP

Study Findings: Colleges where morale is high are characterized by frequent interaction and communication among faculty members. The relationships between colleagues are intellectually stimulating and challenging, as well as supportive and encouraging. A feeling of community, where each individual is valued and respected, pervades these colleges.

- **Ideas for Administrators**
  - Visit faculty in their offices and find out what they are doing, what their goals are for themselves and the college, and what concerns they have.

- **Ideas for Faculty**
  - Take the time to talk with faculty colleagues about your teaching successes and problems, your scholarly interests, projects you are trying to start or are working on, and your concerns about the college. Also, take the time to find out what your colleagues are thinking about and doing.
  - Find opportunities to talk with administrative colleagues about your projects, your teaching, and your thoughts on issues of importance to the institution.

- **Ideas for Both Faculty and Administrators**
  - Develop an orientation program for new faculty to acquaint them with the culture and traditions of the college as well as with practical information useful in doing their work.
  - Develop regular brown-bag lunches or a seminar series as a way for faculty to get together for informal discussion of teaching issues or other scholarly interests.
  - Have faculty members offer talks or seminars, open to the college community, in which they present their work on projects or interests.
  - Hold periodic social events for all faculty and administrators. Make these special and fun, so that all faculty members will *want* to attend.
  - Establish a gathering place for faculty that is conveniently located for all, attractive, and inviting.
  - Establish a place where faculty members can eat lunch together.

■ COLLEGE-COMMUNITY RELATIONS

***Study Findings*: A college judged to have a good academic workplace often cultivates and maintains strong ties with the community where it is located. Faculty members are respected by the community and are used as resource people for community issues and activities. Faculty who engage in activities that serve the local community are recognized and rewarded by the college.**

- **Ideas for Administrators**
  - To the extent possible, make college facilities available for use by community groups.
  - Show special appreciation to community people who speak at a college class or assist the college in other ways.

    - Provide information to the local press about faculty members who are willing to speak with community groups or assist with community activities in other ways.

    - Provide recognition (perhaps an award) to faculty members who contribute to the local community.

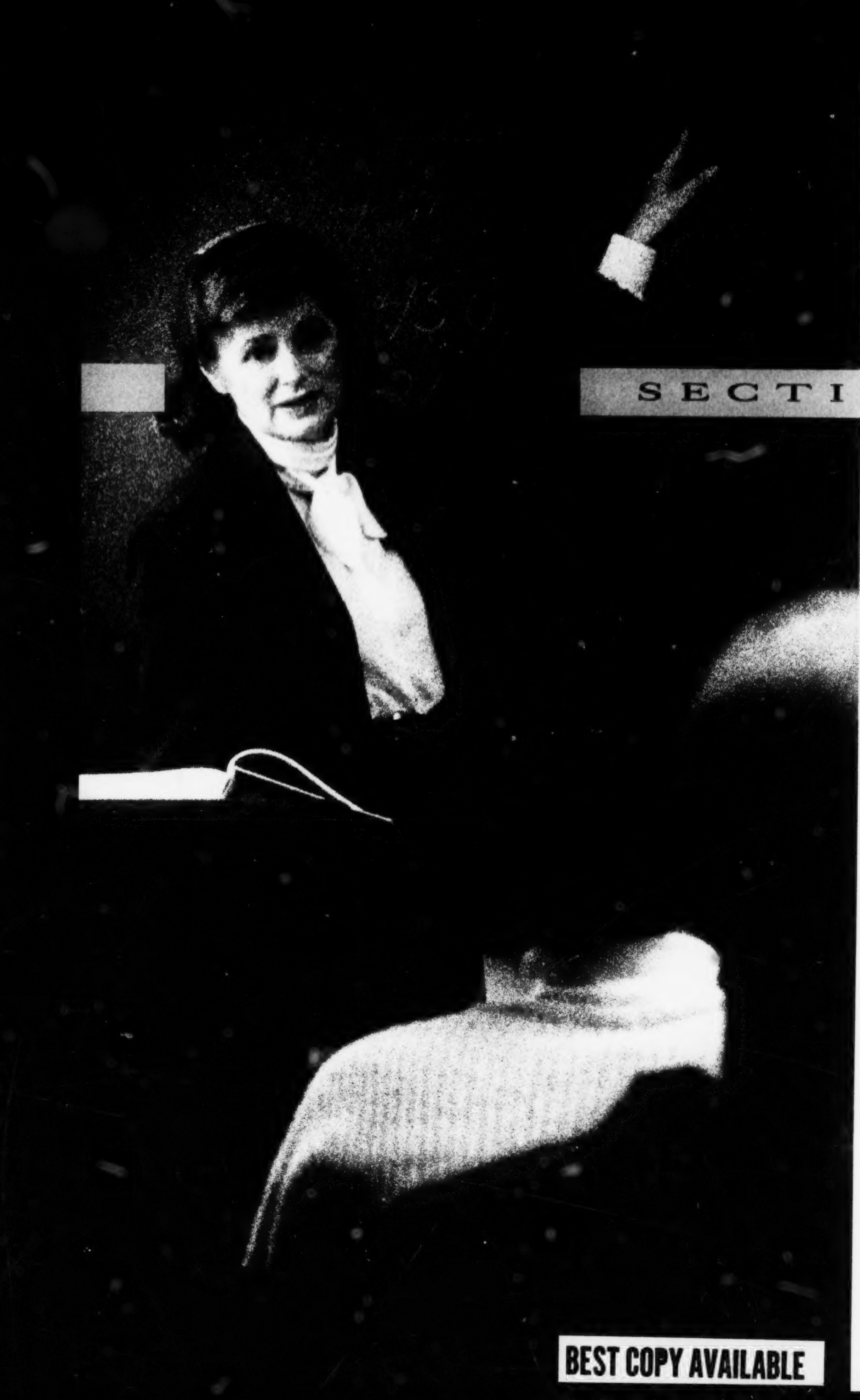
    - Consider recognizing faculty contributions to the local community as one factor weighing positively in a tenure review.

- **Ideas for Both Faculty and Administrators**

    - Cultivate strong ties with the community by welcoming community people at college cultural, athletic, and intellectual activities.

■ SUMMARY

Strategies and interventions to improve your college as a place for faculty to work are more likely to be successful if they are matched to the specific needs of the college. We hope you will use the ideas included here as catalysts for your own brainstorming.



SECTION II

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CASE STUDIES IN PROMOTING FACULTY MORALE

Introduction

The following pages of this *Sourcebook* include ten case studies of colleges where the CIC study revealed faculty morale and satisfaction to be relatively high. Other colleges in this study are also characterized by high faculty morale and satisfaction and could have been included in this group. Selection of these ten for case study analysis involved an effort to include some diversity across the group in regard to geographic location, religious/independent affiliation, and coeducational/single sex status. Also, our survey data suggested that, at each of the ten colleges chosen for case study, it was possible to identify and explore specific factors contributing to the higher levels of morale.

Each case study is organized to highlight and explore the organizational factors important in that particular college. We offer these case studies as illustrative examples of the key factors of faculty morale identified in Section I of this book. As emphasized previously, we do not want to suggest a prescription for improving the quality of the academic workplace. The particular culture, history, mission, and people of a college must determine which strategies are important. Instead, we hope these case studies will be used to generate ideas and stimulate creative discussion.

Finally, a caveat: the ten case studies were written in 1987 and 1988. Some facts and figures may have changed since then, and, in some cases, new administrators have replaced some of those named here. We have elected not to update such factors as enrollment statistics and individuals' names, but instead to present an accurate encapsulation of the story of each college *as we found it when we visited.*

Individually and collectively, these stories provide a rich lode of proven ideas for sustaining high faculty morale and in that sense their value is timeless. We hope that the ideas presented here will inspire and inform those who are interested in positive academic change.

COLLEGE OF NOTRE DAME OF MARYLAND
Baltimore, Maryland

JOSEPH KATZ

CASE STUDY TEAM: *Joseph Katz, with Charles Glassick and Mary Glenzinski*

■ THE SETTING

The College of Notre Dame of Maryland is located directly on a main highway. But the moment one enters the college one finds oneself in a rustic environment: a hilly 58-acre campus studded with trees, lawns, and buildings ranging from the magisterial original building in late Victorian style to a modern science building. The physical setting is emblematic of the college's intellectual and moral character.

The college has four degree programs: a BA Day Division, a BA Continuing Education program, a BA/BS Weekend College, and Graduate Studies in Management and the Liberal Arts and in Mathematics Education. Overall enrollment at the college was 1,886 in 1986, of which 576 were residential (69%) and commuter students (31%) in the traditional undergraduate program, 177 were students in the Continuing Education Program for returning women, 950 were men and women in the Weekend College, and 183 were men and women in the graduate programs. There are nine other colleges close by, among them Johns Hopkins, Towson State, Goucher, and the Naval Academy. The Naval Academy coordinates its social calendar with that of Notre Dame. Loyola College is immediately adjacent to Notre Dame and shares a well-stocked library with it.

■ ORGANIZATIONAL CULTURE

An outstanding characteristic of the college is the degree of trust that faculty have in each other and the good relationships between faculty and administration. The process of selecting faculty is a careful one, and the institution seems to be able to hire people who are congenial with each other, care for each other, and take a good deal of pleasure in each other. The administration will make efforts to help individual faculty who are in special need. For instance, the administration provided funds to a faculty member whose child was kidnapped to help him rescue his child.

The students are very much a part of this culture. All faculty we talked with spoke about the pleasure it gave them to teach their students, and we observed many instances of faculty talking to students with a high degree of responsiveness, warmth, and readiness to help with the academic tasks the student were involved in. Students we talked with mentioned the extra time that faculty gave them in order to help them develop a special capacity. For instance, a communications major said that a faculty member gave her special help to develop her skills in photography. To teach a student on a musical instrument in which the regular faculty have no special expertise, the college may hire an adjunct professor. When we asked a long-time faculty member why faculty like each other so much she said, "We are very nice people." This is a remark that describes a generally shared perception.

The college is very clear about two aspects of its mission. One is based in its religious tradition and aims at developing in its students a sense of values, particularly that of caring. The other is addressed to the education of women. Notre Dame is the oldest Catholic women's college in the United States, and it wants to develop "strong" women. By strength it means women of high capability and a firm sense of the identity and value of being a woman. Seventy-five percent of the faculty are female, including the two top administrators, and the students thus have daily examples of women in administrative and intellectual leadership roles. The service orientation of the college is underlined by the fact that 31% of the faculty are members of the Order of the School Sisters of Notre Dame. Some faculty voiced the fear that the college might not be able to adhere to its mission as well in the future as it has in the past because of the possible decrease in the role of the Sisters. At the present time, however, the lay faculty too show a strong and active dedication to the mission of the college.

The sense of community is probably enhanced by the fact that 38% of the present college staff—faculty and administrators—are graduates of Notre Dame. Several faculty whom we talked with described their returning to the college as "coming home." We did not get the impression that so large a percentage of graduates among the faculty has led to intellectual or social inbreeding. It seems instead to have infused vitality into the spirit of the community, and the graduates bring back to the college the fruits of their lives, work, and studies in other settings in other parts of the country.

The distinctiveness of the culture and mission of the college shows itself in several annual events. Among them are the annual convocation, which has the additional purposes of initiating freshmen into the academic community and announcing the person who receives the distinguished teaching award. It is a festive ceremony with caps and gowns and a distinguished speaker. Parents are invited as well. Recently two annual events, entitled "60 Minutes," have been instituted. On these occasions the administrative departments report to the faculty about their work.

The college has had for several years a faculty-run Council for Faculty Research and Development. The annual allocation is approximately $21,000. The grants are used for professional development, research projects, and teaching tasks. The projects focus on the development of the individual faculty member and on furthering student learning. The Council tries to be as helpful as it can. For instance, it may initiate bringing two faculty together of whom one serves as a mentor helping the colleague think through a particular proposal. The Council has run workshops to help faculty become more sophisticated in writing grant applications. It has sponsored other workshops, recently one addressed to exploring students' cognitive styles as they relate to academic learning.

All in all, faculty morale and satisfaction are very high, perhaps higher than is indicated by the questionnaire responses. Faculty have a heavy work-load. They teach four courses per semester, and these courses are distributed over several types of programs, always including both the Day Division and the Weekend College. As teaching in the Weekend College is in an entirely different format—weekly three-hour sessions—even the same subject matter needs to be rethought. In addition, faculty spend extensive time on committee work and on advising and working with students. Some faculty, in addition, are pursuing their own Ph.D.s. Under other conditions such a heavy work-load would give rise to stress, illness, and burnout. What seems to save this faculty is the high sense of purpose and the pleasure they take in their work with students and in their relationships with each other.

■ LEADERSHIP

The president has been in her position for fifteen years. This is the first year of the academic dean's tenure, though she previously was an associate dean. The president steered the college through difficult times and it seems that the addition of the Weekend College allowed the institution to survive. Faculty have come very much to appreciate teaching in the Weekend College because of the mature and highly motivated students it serves. Almost all of them would not want to give up the Weekend College even if enlarged enrollments in the Day Division were possible. The leadership of the president seems to be widely appreciated.

The president annually decides the precise salary increments for each faculty member. Rank, of course, provides the general framework. But within each rank the president decides on what she thinks to be the most equitable increment. She takes into consideration such factors as inequities due to varying lengths of service or having been hired at salary levels higher than those of faculty who have been in the college for a longer time. Salaries are not public and at least one recently appointed faculty member whom we talked to expressed puzzlement about the reasons for her increment. There is general concern about the low levels of the salaries and the president and the board are giving very high priority to raising money to increase faculty salaries.

The new dean is universally praised both for her command of the details of her job and her knowledge of the academic departments' function. She is particularly appreciated for her capacity for listening and her continual contacts with the faculty. Each member of the faculty sees her for a personal interview at least once each year. Her work contributes to faculty satisfaction and morale. The president told us that she is increasingly relying on the academic dean to be leader of the faculty. Both the present dean and, by most accounts, the past one have good collegial relations with the faculty and have been very mindful of faculty objectives and problems.

There is a touch of hierarchy in the organizational culture of the college. It is expressed in the salary process just described and, it seems, at least occasionally, in administrative intervention in the hiring process. Whatever degree of hierarchy exists is mitigated by established faculty governance procedures, as exercised by the academic senate and the committees concerned with curriculum, academic standing, and other matters. The Council for Faculty Research and Development is completely faculty-run. Most important, there is mutual trust. As far as we could tell, faculty do not feel that presidential decisions are opposed to what they would want to do. In her turn, the president told us that she has never turned down a faculty recommendation. At least one very experienced and long-term faculty member we talked to said that the democratic faculty process often is too cumbersome and hence, in some areas, it is important for the president to make decisions expeditiously without the procrastinating and indecisive ways of faculty debate.

In the faculty survey, faculty said that they desired more involvement in shaping their institution in such areas as the curriculum, admission and retention, departmental and institutional budgeting, and selection of faculty, chairs, and other administrators. From the figures in the questionnaire, we would have expected much greater discontent with governance procedures than we found. It may mean that the "family" character of the college, a characterization used by several of our interviewees, may have prevented full disclosure to outsiders, but we are not inclined to think that we were misled.

A particular aspect, both of the organizational culture of the college and its leadership, is revealed by its tenure system. Only 22% of the faculty are tenured, and the rules are that no more than 50% can be tenured and no department can have 100% tenure. Faculty nevertheless have security in regard to reappointment. While contracts are for one year and a senior faculty leader told us that this short-term arrangement needs to be reconsidered, it seems that no faculty are let go who are productive members of the community, and we heard no stories about anybody who had been unjustly dismissed. Faculty seem not to be concerned with tenure as a guarantee of academic freedom. They all stressed to us that they enjoyed the freedom they had in planning and conducting their courses, in contrast to other institutions in which departments and chairs may much more rigidly determine what is to be taught. They appear to see tenure as a sign of approbation by the college. Faculty members *apply* for tenure, and we were told that there was no case where an application was turned down; adherence to implicit norms may explain at least part of this outcome. The presence of a large percentage of Sisters helps support the college's tenure arrangements as the Sisters are not in need of the security that tenure provides.

Several faculty told us that they would appreciate greater recognition of their efforts by the administration. Some said that they felt that their extensive work with students in and around the classroom and their advising were not sufficiently appreciated simply because administrators did not see that part of faculty work directly. We assume that the administration is very much aware of these faculty activities. But the complaint indicates that even in the "family" atmosphere of the college more explicit recognition would be a boost to faculty morale.

The college seems to have reached a point of relative stability. As previously mentioned, the establishment of the Weekend College over a decade ago was an innovation that may have assured the college's survival. Some people expressed the fear that some of the expansion is market-driven. The college now has a substantial business program; nevertheless the program seems infused with a strong sense of liberal values, due probably to the college's having selected business faculty who share its sense of mission.

The trustees are taking an active role in trying to raise salaries. One senior professor, however, expressed to us the desire to have the board become more aware of what faculty are doing by spending a greater amount of time on campus and watching faculty in their daily rounds. This professor also felt that this might be an antidote to the Board's going too strongly in the direction of a market-driven curriculum, which some fear may be supported by the board.

■ FACULTY DEVELOPMENT

Sabbatical leaves are available, but faculty must apply for them. Several faculty we talked to did not avail themselves of them. We are not quite sure why. One reason might be the desire to be of service to the college and the students. Given the smallness of departments, every person counts heavily.

Other resources for the faculty are funds for travel. These also are available by application, and the dean makes the decisions. Two faculty said to us they would like to see small amounts of money ($100 or less) made easily available without an elaborate application. We have described the Council for Faculty Research and Development. In the open-ended responses to the questionnaire the Council is singled out favorably by almost all of the responding faculty members. It has given a great lift to faculty morale; the sense that it is completely faculty-owned increases the good feeling about it. It provides opportunities for faculty to develop in ways that are appropriate to their career stage. (The Council's activities must be viewed in conjunction with the other support the college gives to allow its faculty to pursue advanced degrees.) The Council also sponsors Occasional Paper sessions in which faculty report to each other about their research. These events are attended by a sizable number of faculty from all disciplines and generate pride among the faculty in their peers' intellectual accomplishments.

We were struck by the absence of a sense of frustration in regard to the lack of time and opportunity for the sort of research that leads to publication. Faculty did not seem to feel a need to obtain the prestige that comes from published research. At the same time, scholarly life was not stagnating. People kept themselves very fresh in their own field; an elderly professor of literature told us that she was continuing to learn from the great models she was teaching, the Tolstoys and Joyces. The research of faculty supported by the Council showed range and vitality: research into American legislative leadership from 1619 to 1985, the influence of the Catholic Church on the Irish short story; aggressive interactions between orb-web spiders; and software development to control, collect, and analyze data from chemical experiments. We were struck by the high incidence of projects tying research in many different fields to computer use.

■ RECOGNITION AND PROVISION FOR DIVERSITY AMONG FACULTY

Faculty reported that they have great freedom in shaping their courses. But they also support each other. Faculty frequently talk to each other about their work with students. It seems not uncommon for department members to bring their student evaluations, voluntarily, to their department chairs and to discuss with them strengths and weaknesses in their roles as teachers. Departments are very small, and hence department chairs are directly sensitive to the needs of their colleagues. The dean and the president address themselves, as already described, to determining the differing needs of individual faculty and responding to them appropriately.

■ RESOURCES

While salaries are low, the resources for classroom work seem to be good and perhaps ample given the small size of the student body. From what we could see in our walks through the buildings, there was good scientific computing equipment. No faculty complained about unavailability of equipment. The physical plant seemed to be in good shape, but high on the agenda are several renovation projects.

It is difficult to say whether additional resources would improve faculty morale and satisfaction. In many institutions faculty morale is tied to salaries. In the instance of Notre Dame, faculty morale is high in spite of low salaries, though probably most Notre Dame faculty would say that raising salaries is a matter of justice, that it would make their personal lives more comfortable. It is refreshing to see an institution in which morale is so much tied to the satisfactions derived from service to others and from the sense of community.

■ COLLEAGUES AND STUDENTS

We have reported about the faculty's on-campus professional relations with each other. Faculty attend professional meetings outside of the college, but we have no data on the extent of such attendance. Some relationships seem to exist with colleagues in the nearby institutions. Again, we have no data on the extent, but think it is not very extensive, given the heavy work-load.

The work-load is a problem. The self-study undertaken in preparation for the recent reaccreditation led to changes in regard to committee work. The new procedures allow faculty to limit the number of committees they serve on. During our interviews, faculty talked about other changes in the committee system, for instance, splitting the curriculum committee into two groups of six people each and hence allowing a division of the committee's tasks and perhaps gaining in efficiency because of the smaller size of each committee. A faculty of 66 full-time members can easily be overloaded unless there is efficient organization. The work-load is currently an object of faculty inquiry.

Faculty obtain unusual satisfaction from their work with students. Because faculty are so close to them and can watch them develop over the four years, they feel that they are making very important contributions to their lives. During our visit we observed how unstinting and generous their responses to students are. We did, however, find some tensions on the students' side. Students felt that to some extent faculty were not as understanding of their non-intellectual needs as they might be. Students mentioned that athletic activities and such student "fun and games" events as "singsong" were not only looked down upon but also interfered with by faculty. A student affairs officer thought that the faculty did not give the non-academic side of student development the attention they gave to their academic development. In our interviews with students, we found that this somewhat detracted from the otherwise effective work faculty were doing with their students and the relationships they had established with them.

Students seemed to feel that faculty were not always sufficiently aware that students were struggling with a subject for the first time and could not easily perform at the level that faculty expected of them. The small size of departments, sometimes consisting of only two faculty members, also can cause difficulties for a major if one faculty member was not compatible in temperament or personality with the student. Students complained about faculty advisers who impose their ideas on them and steer them into the wrong courses during the freshman year particularly. The student comments show that even as highly caring a faculty as that of Notre Dame could benefit from further investigation, perhaps with some expert help, of the academic and non-academic dimensions of their students' lives.

FACTORS OUTSIDE THE COLLEGE THAT AFFECT MORALE

For faculty, particularly faculty with young children at home, the heavy work-load may cause strains. We, however, heard no particular complaints; perhaps, again, what would be considerable sources of strain elsewhere is overcome by the high morale.

Some faculty talked about the advantage of being in a major urban area and the availability of excellent institutions for advanced studies.

The board would like to see the faculty more fully involved in the outside community to achieve greater visibility for the college. The president remarked that the liberal arts orientation of many of the faculty makes such involvement more difficult than it may be for faculty in business and other fields who are more closely tied to the business life of the community.

As far as we can tell, with the exceptions of the Sisters, faculty do not socialize much with each other outside of the college. Given the heavy work-load and residential dispersion, such association would be difficult.

FACULTY CAREER ORIENTATIONS AND THE COLLEGE

Faculty attitudes are congruent with the college's priorities. There is no pressure to do more or less research than the faculty are doing, and the strong teaching orientation of the faculty is the first priority of the college. In our interviews, we found only one person who said that he was somewhat disappointed that his productivity in his field has not been what he wanted it to be. However, he did not say it with great intensity. We do not know how many others feel like him. As we have said, the faculty's satisfactions from scholarship do not seem dependent on publication.

The line of division between the applied fields—e.g., business—and the liberal arts is rather indistinct. This is so because faculty are oriented to teaching principles and values in all fields. Moreover, faculty aim to equip their students for the world of work and do not see this in conflict with the liberal arts mission of the college but as an opportunity to infuse the world of work with humanistic values.

Faculty evaluation begins when faculty are hired. Candidates are carefully looked over and are asked to give a demonstration of their teaching. Faculty in their first two years undergo many evaluations, including administrative review of student evaluations and classroom visits by department chairs and the dean. Similar evaluation activities are part of promotion and tenure proceedings. At all other times, evaluation of faculty is informal and done through consultation and discussion with peers. Students complained that their evaluations, which are routinely administered, are not sufficiently used by faculty. Faculty to whom we mentioned this expressed divided opinions on the extent to which student evaluations are used. Good teaching clearly is a condition for remaining on the faculty. We had the impression that the academic dean quickly knows if a faculty member declines in her or his teaching. There seems to be peer support and help if a teacher does not do well. But there are no formal structures to help teachers. The selection process as well as performance evaluation in the first two years seems to eliminate from the faculty ranks almost anybody who does not conform either to the teaching ethos of the college or to the expected level of performance.

Our interviews and observations agree with the responses obtained in the faculty survey. Faculty see their relation to the college as stable; almost everybody whom we asked saw herself or himself as continuing at Notre Dame. The college seemed to the faculty a very beneficent environment. Faculty gave little or no indication of considering a move to even a similar liberal arts college.

The high ratings faculty gave in the questionnaire to being of service to others and to having freedom of choice in their work activities agree very much with what they told us. In the questionnaire, faculty said they want more freedom than they feel they have at the college. We did not find them expressing this view in our interviews with them. Perhaps faculty, in responding to the questionnaire, were not so much thinking about the freedom that the college gave them in the classroom as about the constraints imposed by a heavy work schedule. In regard to opportunity for specialization, faculty expressed discrepancy in the questionnaire between their own desires and what is available. Our interviews yielded no strong sense of frustration about the degree of specialization that heavy teaching may preclude.

Both in the questionnaire and in the interviews, faculty tended to view the college as collaborative, supportive, conducive to work, participative, open to new ideas, rewarding risk taking, and favoring anticipatory planning.

Faculty satisfaction is very high. Faculty and administrators convey an ongoing sense of stability. No one expressed concern about enrollments. People seem to take it for granted that Notre Dame would remain a women's college. The Weekend College seems solidly established, and teaching in it is very satisfactory to the faculty. The following would improve satisfaction and morale further: higher salaries, easing of the work-load, perhaps more facilitation for faculty to pursue projects that are satisfying to them as individuals and professionals rather than being tied to service to their students. If the planned capital campaign is successful, improvement of the college's physical plant would give a further lift to morale and may help in recruiting students.

■ CONCLUDING REMARKS

We realize that two and a half days of observations, even by three experienced observers, is not enough time to speak with full assurance. But it should be noted that the three of us greatly modified the expectations we had come with. We had expected more tensions between research and teaching, between administration and faculty, and among faculty. We were at first skeptical but then increasingly convinced that the spirit of community and the sense of joy of working in the institution are real. We saw that it was possible for an institution to have faculty engaged in scholarship without participating in the tense race for research productivity measured by number of publications. We found that there could be a good faculty without the high percentage of Ph.D.s that is usually considered a mark of quality. (Only 55% of the faculty have the doctorate.) We thought that the high proportion of former graduates among the faculty did not generate the narrowing focus and complacency that one might expect from such preponderance of alumni.

Even though the students were very positive about the faculty, some complained about not being well enough understood and guided by their faculty. Some said that in their freshman year they were given directions by their faculty advisers that were not in their best interests; the advice had made for curricular detours and exposure to courses that they found not particularly suitable to them. To the extent to which these complaints are valid, they may show that even at as student-oriented a college as Notre Dame, the art of pedagogy needs further cultivation. We also remind the reader of the comment made to us that faculty ought to be more sympathetic and responsive to the non-academic side of their students' development.

Our visit to Notre Dame led to a most pleasant discovery: the existence of a college to which the metaphor of community seems truly to apply. In the word of one faculty member, "Notre Dame is a place that empowers people."

COLLEGE OF SAINT SCHOLASTICA
Duluth, Minnesota

LOUIS F. BRAKEMAN

CASE STUDY TEAM: *Louis F. Brakeman, with Jean Folkerts*

High on a hill overlooking Lake Superior is the College of Saint Scholastica. Looking out from the front steps of the massive buildings that dominate the college one sees ore boats moored in the harbour of Duluth. The vista is an impressive one and so is the college. Established in 1912 by the Sisters of the Benedictine Order, Saint Scholastica has long been devoted to preparing people for service to humankind. The Sisters of the Order operate a modern hospital near the campus and this helps to explain the college's long commitment to training for the health care professions. Yet the college offers a strong liberal arts curriculum as well, and the liberal arts and professional faculty appear to live and work in an atmosphere of collaboration and mutual respect. A former president characterized the mission of the college as providing "liberal arts with its sleeves rolled up." In recent years as new, fairly specialized professional preparation programs have been added to the curriculum, the proportion of adult learners attending Saint Scholastica has increased as well so that now some 40% of the students are from the "non-traditional" age group. While the student mix and the life styles and interests of students are far more varied than one would find at most small liberal arts colleges, these students also appear to exist together with a spirit of mutual respect.

Two-thirds of the approximately 1900 full-time students are women; some two-thirds major in one of the health professions, another 20% in business and management and home economics. About 60% are Roman Catholic, and nearly all students come from the north central region of the United States. One-third live in college residence halls.

Faculty understand and are committed to the health care/service mission of the college. In our conversations several even quoted from the published mission statement. The mission is fostered in the recruitment, hiring, and orientation of faculty. While only 30 of the approximately 110 faculty and key administrators are "religious," the lay faculty speak appreciatively of the mission or culture defined by the Benedictine tradition. "Hospitality," "concern for the individual," "flexibility," "openness to change," and "responsiveness to the needs of the surrounding community" are the hallmarks of this culture.

New educational programs build on this tradition of service to the community and on emerging needs, especially in the area of health care. Feasibility studies precede the establishment of each new program, and existing programs are assessed on their continued viability. Changes in faculty personnel policies have been an area of controversy in the last several years, beginning, apparently, with the arrival of the current president. The first change was the institution of a "rolling" five-year contract as an alternative to tenure. According to the new policy, a person who does not possess the terminal degree, but who otherwise meets tenure standards, *may* receive a "rolling" contract. However, tenure will not be granted to a person even with the terminal degree if so doing would fully tenure that department. Furthermore, enrollment projections on a program basis are considered in the tenure decision, and tenure will not be granted if there is uncertainty about future enrollments. The "rolling" contract is for five years, with the possibility of indefinite renewal for additional five-year periods. While the faculty did vote to approve this change, there was some resentment about it. On the other hand, some were grateful since this alternative enabled them to continue at the college.

More recently, the Board of Trustees, apparently without any prior consultation with appropriate faculty groups, decreed that the Ph.D. would be considered the terminal degree *in all fields*. Faculty objected to the unilateral action by the board and expressed concern about the effect on faculty who came to the college with other understandings. Surprisingly, we did not sense widespread or deep alienation among faculty related to these controversies. Most faculty seem to concur with the effort to improve standards and with the efforts of the administration to provide some flexibility for those who do not possess the terminal degree. The administration is prepared to provide leaves and financial support for faculty who do seek to complete the Ph.D., and several have taken advantage of this support. Even in this sensitive and difficult area of personnel policy, the administration appears to have expressed the Benedictine tradition of concern for the individual.

We were particularly interested in finding the basis for the relatively positive faculty morale and sense of satisfaction. We also were determined to find out if there was more dissatisfaction than seemed evident from the survey.

We asked most faculty why they thought persons choose to come to Saint Scholastica and why the level of faculty satisfaction seemed to be so high. Repeatedly this is what we heard:

- everyone has a voice—they may express what they feel (although a few argued they felt constrained to speak out and to dissent);
- through the faculty development program, faculty are able to travel, attend conferences, bring scholars to campus and so on;
- the atmosphere is kindly and warm, people care for each other, colleague relations are positive, a kind of family spirit is prevalent;
- the atmosphere is relatively free of tension, there is a high level of autonomy—to design curriculum, schedule classes, etc.; there is little red tape;
- service to the community is encouraged; adaptability and flexibility are important.

Clearly, there are additional reasons for the comparatively high level of faculty satisfaction. In recent years, enrollment has increased, programs have been added, and the atmosphere has shifted from one of planning for decline to one of actual growth.

The presence of adult learners has also helped. Lay faculty have been added. In a remarkably graceful act, the Sisters decided to permit their beautiful Gothic-style chapel to be transformed into a modern, stylish library. A much smaller, tastefully done chapel is on the ground floor of the former chapel, the library is on the next three floors. Several lay faculty commented on the positive impact of this decision. Furthermore, there is no pressure to do research. It is encouraged if one takes the initiative, but we encountered no feeling of tension on this issue.

There is some tension over issues that relate to the position—or perceived position of the Church hierarchy on certain social issues. The Roman Catholic position on abortion, for example, led to a controversy over the visit of a projected speaker, but we did not sense that this was a major cause of concern for most faculty. Our hunch is that it would be if a larger proportion of the faculty were from traditional liberal arts disciplines.

The testimony of a young, lay, non-Roman Catholic woman in a liberal arts discipline sums up our sense of one of the essential reasons faculty are satisfied with their lives at Saint Scholastica:

> The Sisters are wonderful people; the one in my department is like many—remarkably alive, involved, creative, vibrant. Their spirit infuses the college—they are disciplined and committed and it spreads to the rest of us. They pass on the tradition even as they are careful to listen to the youngest of us. They hire those whom they sense can catch the spirit. Since the identity of the place is so clear, tensions can arise, as well, of course.

■ LEADERSHIP AND DECISION MAKING

Administration and faculty appear to work together in a basically participatory style. The current president took the initiative in discussions which led to a new governance system. The Faculty Assembly consisting of all teaching faculty is chaired by an elected faculty member.

While we did not determine the jurisdiction of the Assembly in detail, it does discuss, adopt resolutions on a wide variety of subjects, and decide certain issues. There is a steering committee made up of the chairs of all faculty committees, which advises the administration. The faculty development committee makes grants to faculty and holds faculty workshops largely on its own. There is a large administrative-faculty-student budget committee that considers essential policy issues about tuition and salaries, proposals from departments for funding for new equipment, positions, programs, and the like. There are departmental and divisional faculty. Governance is based on the concept of shared authority, and the distribution of authority is described in detail in the Faculty Handbook.

While there seems to be a high level of participation in governance, there did seem to be some ambivalence in faculty attitudes about the legitimacy of the decision-making process. Even so, this did not appear to be a central issue for most faculty. Some faculty seemed to consider the Assembly as mostly a forum for talk, implying that the administration really decided most issues, at least the important ones. We sensed a vague undercurrent of frustration about the whole business of governance. The president and two academic administrative officers are seen as accessible and open and as listeners. Quite frankly, this ambivalence and sense of frustration seems fairly normal.

The president, his administrative staff, and the faculty chairs of the several divisions with whom we talked clearly are building on and reinforcing the dominant culture. The president talks about the tradition, a brief history of the college has been printed, new faculty hear of the tradition in orientation, the chief academic officer talks to students in an annual convocation, and new academic programs build on the tradition. The president moves about the campus, talking with faculty informally. His "door is open," he is accessible to all on an equal basis. A few faculty claim he does not listen, has a low regard for faculty, and is not accessible. Our own judgment is that the vast majority seem to think and to feel that he is doing a good job and is accessible. The faculty surprised the president at an annual faculty and staff recognition dinner by awarding him a "Great Degree of Gratitude" for his efforts. The president's style is direct and energetic; but some say his humor is a bit caustic and puts off some faculty. Most essentially, however, under his leadership, both student enrollment and the endowment have increased, and the college is healthy financially. In the last few years a Faculty Assembly has been created, and the Faculty Development Committee administers considerable sums of professional development money. Meetings and discussion abound. The faculty clearly controls the curriculum.

The college has been effective in balancing the needs for innovation and stability. The new programs have built on the historic strengths of the college. Faculty retraining builds on faculty interests and needs as well as on institutional priorities. The college seems to have responded to the variety of faculty needs. We sensed no bias for or against faculty in the applied versus theoretical fields, nor in liberal arts as against professional fields. Several faculty with whom we talked expressed appreciation for the opportunity to expand or modify their competencies. The only obvious differences among faculty are the all-too-familiar ones based on geographic location on campus; those in one of the two main classroom-office buildings do not see much of those in the other.

The president is credited with much of the forward motion of the college, the two academic administrators are described as good listeners, and the chair of the Faculty Assembly is described as one who represents faculty concerns. There is a person who assists faculty in the preparation of proposals to outside sources, and her work is much appreciated. Leadership appears to be fairly decentralized, and initiative comes from many people. There seems to be a sense of shared responsibility. The Sisters are role models for many lay faculty. Their decision to permit their chapel to become the library was mentioned several times as a symbol of the essence of the college.

■ FACULTY DEVELOPMENT

Most of the dollars spent on faculty development have come from a series of external grants. Departmental budgets include a small allotment for travel for each faculty person, but it is understood that major support to go to conferences and conventions will come from the funds administered by the Faculty Development Committee. A few faculty have taken sabbatical leaves, but faculty did not seem to know much about sabbatical policy. The Faculty Handbook does describe policy about a variety of leaves. Applications go from department chairperson, to division chairperson, to dean of the faculty, to the senior vice president and then to the president, "who will make the final decision." One becomes eligible to apply after six years of full-time teaching at the college and thereafter at the end of each such six years. Leaves are for a full year at half salary or for one quarter at full salary. While the policy and procedure seem fairly conventional, not many faculty spoke of such leaves, and we did not pursue this topic specifically. We suspect that Sisters would not consider taking such leaves and that other faculty cannot afford to take a full year and consider a quarter too short a time. We found no policy describing the criteria for granting a sabbatical leave.

There is a local endowment fund to support faculty development. The principal is now valued at about $800,000. We gathered that this fund has not, in fact, been used fully while the external grants have been available. Rather, at least some of the income has been used to permit growth in the fund so larger amounts will be available once the external grants expire.

The faculty development program is described in the Faculty Handbook as follows:

> **Faculty Development Program**
> The Faculty Development Program has two major sources of funding: the Marshall Endowment for Teaching Excellence and the Bush Foundation Faculty Development Program. It has completed a three-year McKnight Foundation grant program and a Northwest Area Foundation Vitality grant.
>
> Monies from the Marshall Endowment are used to fund a small grants program which enables faculty to participate in workshops, conferences, and courses which contribute to their continued professional growth. These funds are also utilized to support faculty sabbaticals and research programs.
>
> The comprehensive faculty development program funded by the Bush Foundation began in 1981 and extends through the 1986–87 academic year. This project includes the following faculty development activities:

1. On-Campus Faculty Learning Program

a. *Institutes to Enhance Teaching Effectiveness*
Two weekend institutes per year for faculty which focus on assumptions and strategies for effective teaching, and essentials of performance evaluation.

b. *Workshops on Topics of Current Interest to Faculty*
Four workshops during the three years of the grant period will be devoted to topics identified through a needs assessment questionnaire.

c. *Faculty Enrichment*
A week-long institute in each summer of the grant period will be offered on Adult Development and Learning, Field Experience, and Learning Styles.

2. Programs to Promote Faculty Vitality

a. Small Grants
An individual faculty member or a group of faculty may apply for funding to attend meetings, conferences, do research or to bring an outstanding person to campus to conduct a workshop or educational activity.

b. Release Time for Reading
Five faculty members per year, during either the summer or the academic year, may receive funds to develop new courses, improve current courses, or to update themselves on new developments in their field by applying to the Dean of Faculty for funds and for approval of their plans.

c. Faculty Retraining and Upgrading
Four faculty members per year may apply for funds to the Dean of Faculty for retraining opportunities or for upgrading their present professional preparation.

Faculty will be responsible for coordinating all aspects of the faculty development program. Faculty members who wish to participate in the faculty development activities should contact the Chair of the Faculty Development Committee or the Dean of Faculty. The Committee is responsible for:

a. Disseminating information about faculty development opportunities.

b. Developing policy, forms and guidelines that will define funding priorities and procedures for applications.

c. Making funding decisions based on agreed-upon criteria.

d. Working with the Dean of Faculty in planning and coordinating various workshops, seminars and institutes.

Given this range of opportunities, faculty are able to develop in ways appropriate to their career stages. However, there are no programs specifically designated for faculty at particular career stages, and none specifically designed to encourage or support research. The emphasis is on teaching improvement, on the maintenance of professional competence and affiliations, and on upgrading and retaining. Even so, a few faculty have used faculty development funds to do research, and we talked to a few who have ongoing research programs. All of these emphases are consistent with the nature and the aspirations of the college and of the faculty. It may well be, as the proportion of lay faculty increases and as the Ph.D. becomes the standard degree, that faculty interest in research and scholarship will increase.

When we asked faculty which activities most contributed to their sense of satisfaction, virtually without exception they mentioned the small grant program, permitting travel to conferences, and the like. Campus workshops and institutes were also popular. These latter events encourage colleague interaction and improve faculty confidence in their teaching. The opportunity to get away from campus brings a fresh perspective, reinforces appreciation for Saint Scholastica, and encourages contacts with a wider world. The opportunities for retraining were appreciated as well.

■ RESOURCES

The college is experiencing growth, not retrenchment. While salaries are low, they are in the middle of the range of independent, undergraduate colleges in Minnesota and the Midwest. The Sisters' services are "contributed," and this is reflected as both an expense and an income item in the budget. An additional endowment of about $5 million dollars would be needed to pay the salaries of an equivalent number of lay faculty were these services not provided. Much of Saint Scholastica's success has come from the low tuition, and salaries will not improve unless either tuition is increased significantly or the endowment grows considerably.

Higher salaries might well improve morale, especially of faculty in those areas where competitive salaries in the business world are much higher. Quality of life and the absence of conventional pressures seem to compensate to a fair extent for less than generous salaries.

■ COLLEAGUES AND STUDENTS

Colleague relations are one of the basic sources of satisfaction at the college. While there is not much critique of each other's scholarship since not many faculty are engaged in conventional scholarship, there seems to be considerable sharing about teaching and common concerns. Working relationships are positive.

These are some of the comments we heard about colleagues:

> We really enjoy working with each other.
>
> We have good working relationships, but don't see each other socially very much.

> We are a caring community.
>
> Our colleagues are supportive, the atmosphere is like a family.
>
> This is a humane place. You know you can make a difference. Working with my colleagues is wonderful.

Furthermore, faculty do seem committed to staying current in their fields.

Traditional-age students are a mixture of first-, second-, and third-generation college attendees. The many adult learners take classes along with the younger ones. On balance, the mix is stimulating, and while there are some tensions (the young feel the older sometimes dominate and get preferential treatment), these are directly addressed in group discussions. Most faculty seem to thrive on the situation. There seems to be an easy acceptance of the mix of liberal arts and job- or skill-related students. Generally, students seem to be positive, hard-working, and emotionally healthy. The quality of life is good. This is not a party school. Many students work, and nearly 90% receive some form of financial aid.

■ Factors Outside the College that Affect Morale

Factors external to the college did not seem very salient in terms of faculty morale. Faculty are attracted by the low cost of living and the local recreational opportunities—the lake, skiing, and the arts. One does need to enjoy cold, long winters and not be overly bothered by isolation. The faculty we talked with appreciate the total environment and do not resent it. This attitude is in stark contrast to faculty attitudes at some colleges where faculty resent the isolation and seem to blame the college for being where it is. At some more selective colleges, faculty who are the most concerned about isolation are those with active research programs. They miss the opportunity to talk with colleagues about their scholarship. The Saint Scholastica faculty seems to be oriented locally, with few professional contacts regionally or nationally.

■ Faculty Career Orientations and the College

We sensed significant congruence between individual faculty values and goals and college priorities. At the time of our visit there was some tension over the board policy on exclusive reliance on the Ph.D. as the only acceptable terminal degree. Beyond that, a few faculty were concerned about a few instances in which some saw tension between academic freedom and the position of the Church hierarchy as filtered through the president.

There is no tension on the issue of local versus professional cultures. Nor is the vexing issue of teaching versus research, so central at most of the more selective liberal arts colleges, of concern at Saint Scholastica. As the professional status of the faculty is enhanced, this situation is apt to change.

Tensions also could arise as the college takes on certain new programs. Travel to distant off-campus sites will become a burden for some faculty; even now we heard some concern about excessive demands on time and energy. Increasing numbers of evening and summer classes, especially if they are added to what are already heavy teaching loads, will lead to resentment and to a tired and worn-out faculty.

There seems to be no difference in the morale of faculty in the applied and liberal arts areas. We tried to provoke faculty on this issue, without success. Both "groups" of faculty appreciate the contributions the other makes. The liberal arts faculty do not seem to resent having few student majors. They seem to accept their role as serving students in the more applied fields.

■ CONCLUDING REMARKS

The college provides faculty with the opportunity to live out their vocations at Saint Scholastica and to take on diverse responsibilities at the college. Faculty have considerable freedom to choose their own work activities and to be of service to others. Individual initiative and a sense of personal responsibility are important values at Saint Scholastica. The major sources of satisfaction are several. The generous faculty development program is important. The range of possibilities is extensive and responsive to varying faculty needs and preferences and to college priorities as well. So is the recent success of the college in attracting new students. There are more students, more money, new programs, and expansion of the traditional mission.

Perhaps of greatest significance at the College of Saint Scholastica is the clarity of its mission. Faculty are committed to the mission. The members of the community are drawn together by the Benedictine tradition. There is a center at Saint Scholastica. Leadership is important, too. The style of the current president disturbs some faculty, but most are appreciative of his openness and of his success in defining a positive goal for the community. He is a lay president who keeps grounded in the religious tradition of the institution. He is a presence yet he does not dominate. He gives support and points the way to new challenges. He shares responsibility with others and yet articulates new directions.

Supportive faculty development programs, people who care for each other, and a shared commitment to a mission that combines the liberal arts with service to people ("liberal arts with its sleeves rolled up") all contribute to the relatively high level of satisfaction of the faculty at the College of Saint Scholastica.

EASTERN MENNONITE COLLEGE
Harrisonburg, Virginia

ANN E. AUSTIN

CASE STUDY TEAM: *Ann E. Austin, with Roger Baldwin*

Eastern Mennonite College (EMC), located in Harrisonburg in the Shenandoah Valley of Virginia, is a liberal arts college "responsible to the Mennonite Church." While the catalog states that education is provided "from an Anabaptist/Mennonite perspective," the college welcomes any student wishing a Christian education. Founded in 1917, it now has the equivalent of 57 full-time faculty and 906 students and an 88-acre campus with 33 buildings.

Though its recent history has been difficult, with declining enrollments, tight resources, and the destruction of the main campus building by fire, EMC's faculty morale and satisfaction surpass levels at many other small liberal arts colleges. The primary source of this somewhat surprisingly high level of morale is a shared commitment to a set of values, which, for most of the faculty and staff, is essentially an expression of their Mennonite faith. As one administrator explained, "EMC is not just a church-related college, it is a church college, directly under church control." This widely shared commitment to Mennonite values and way of life creates a strong, unifying institutional culture. Most members of the community are committed to the mission of doing God's work. They see themselves engaged in a common endeavor, rather than as individuals primarily interested in their own careers. Embedded in the culture are such values as commitment to service, humility, peacefulness, and avoidance of conflict. Such Mennonite values, which define the organizational culture, influence the style of leadership and decision making; the nature of relationships between faculty, administrators, and students; many of the professional development activities in which faculty engage; and some of the ways in which faculty approach their careers. The relatively high morale and satisfaction expressed by Eastern Mennonite faculty emerge from the congruence of the organizational culture.

Other factors, some best understood in the context of the college's recent past, also contribute to faculty morale and satisfaction. Since the 1980–81 academic year when enrollment was at 1,036, a steady enrollment decline has occurred; enrollment in the 1986–87 year was 747 students. However, at the time of our visit in the spring of 1987, indicators for the 1987–88 year suggested that enrollment was "bottoming out" and might begin to rise. These indicators were one source of hopefulness about the future. Another difficulty occurred about four years ago when the main campus building was destroyed by fire. Over a period of three years, while money for a new campus center was raised, the remains of this building served as a constant reminder of difficult times. The newly constructed campus center has given renewed hope to many for a promising future for EMC.

In addition to the expected enrollment turnaround and the new building, the leadership of EMC has contributed to positive morale. Richard Detweiler served as president for approximately seven years and is revered and loved for the example he set as a deeply spiritual man. At the same time that faculty commended his pastoral leadership, especially through difficult times, they were looking forward to the new president who was joining the college in summer of 1987. As an attorney, he was expected to bring different and useful expertise to the college. Though at the time of our visit, faculty felt some anxiety and uncertainty about the impending arrival of a new leader, they were eager for the infusion of new ideas. The respect accorded to Richard Detweiler and the excitement generated by anticipated leadership change undoubtedly relate to the levels of morale we found. Furthermore, the current dean, in office about three years at the time of our visit, is widely respected and appreciated for her support of faculty, her professionalism, and her hard work.

In addition to the expected enrollment turnaround, the completion of the new campus center, and the successful leadership team, many faculty cite the location of the college as a factor contributing to their positive morale. The beauty of the area, the relative proximity of several universities and large cities, and the friendliness of the town of Harrisonburg all are appreciated and enjoyed.

While morale and satisfaction are generally strong, some conditions have a negative impact on the faculty. Faculty salaries are apparently low in comparison with similar colleges and are actually at the bottom of the range for Virginia colleges and universities. All realize that salary levels create difficulties for faculty and make it difficult to attract new faculty; the College Five-year Plan under development at the time of our visit grapples with this problem. Other factors affecting morale negatively include heavy teaching loads, often four courses per term with six or seven different courses a year. Some faculty also complain of insufficient money for program and library budgets and for off-campus professional development. Some also find insufficient time to pursue research interests.

Despite these concerns, the culture at EMC has supported faculty and administrators as they have continued steadfastly with their work, their mission. This strong, congruent culture, in combination with good leadership and a cautious optimism about the college's future well-being, is the foundation from which strong faculty morale has emerged.

The newly completed Campus Center stands as a metaphor for both the enduring culture of EMC and its current vitality. The unusual shape of the Center was purposefully designed to elicit thoughts of the traditional Mennonite barn. Inside, a central area serves as a casual gathering place, surrounded by the post office, the records office, and other student services offices. Faculty offices and attractive, well-equipped classrooms are on upper floors. The Center tangibly bases EMC in its Mennonite heritage while also symbolizing the institution's commitment to preparing its students for today's challenges. Furthermore, the building exemplifies the values of consensus and community that pervade the college. Faculty, administrators, and students mentioned that the construction of the new Center both contributes to morale and symbolizes institutional well-being. By replacing the burned shell of the former building that had remained in the center of the campus for about three years, the Campus Center represents the ability of the college to rise above difficulties, preserve its values, and look to the future. Faculty and students are aware that symbols of their traditions, of their continuing perseverance, and of their anticipation of future success surround them.

Having advanced the thesis about the key role played by EMC's institutional culture in contributing to faculty morale and satisfaction, this case analysis now examines in more detail the way in which the organizational culture is a key ingredient contributing to morale as well as the role played by other factors.

■ A DISTINCTIVE ORGANIZATIONAL CULTURE

The organizational culture of EMC is determined by the fact that it is a "church college," an institution not independent of the Church, but instead a vehicle of the Church. Its mission is to serve the Mennonite Church by working with students from that tradition (as well as others who subscribe to the values of the Mennonite Church) and to emphasize service as taught in the Christian tradition. Key words that we heard frequently were faith, mission, service, tolerance, community, work ethic, and simplicity.

For many faculty and administrators, the great majority of whom are Mennonites, the choice to work at EMC is related to a sense of "calling, not just a job." They see themselves as servants of the Church, with work at the college being "one way to express one's personal faith." As one administrator explained, "we want to give back to the Church some of what we've gained." Because of the pervasive commitment to the Mennonite faith and to the college as a mission of the Church, "ownership faith-wise is wide-based."

A keystone of the Mennonite faith is the importance of service. Virtually all with whom we talked indicated that they are motivated by the sense of engaging in service to the college, the Church, and the students. Since most faculty are Mennonite, they grew up with the "service motif," in the words of a faculty member. Another explained, "I consider my job as part of service so I am willing to work for a low salary." The dean emphasized that the college's service mission is "the heart and soul of what we are." This focus on service is expressed in numerous ways in the life of the college. Students and faculty easily provided examples of the way the service theme appears in teaching. For example, in business courses, discussion concerns ethics in business and the issue of being a Christian in the business world. A social work faculty member encourages her students to explore value systems with their clients. Faculty will urge students to "think [about this issue] in terms of our faith" or will ask them about the implications of a particular topic for the "simple life style."

Beyond individual classes, the service theme is expressed through the Global Village curriculum, which resulted from a review and revision of general education requirements in the early 1980s. This curriculum requires students to take nine hours of courses concerning cross-cultural issues. Some of these hours are taken as part of a required cross-cultural off-campus experience, which can take a student out of the country to such places as the Middle East or Central America, or, stateside, to

Choctaw or Navajo reservations or New York City. Additionally, the service emphasis that students have been taught influences their career choices, with many graduates pursuing teaching, nursing, social work, church work, and bio-health-related areas. In sum, the service theme pervades EMC. Faculty see their work as an expression of Christian service, the curriculum and teaching practices inculcate students with the centrality of service to one's life, and students leave EMC to carry on the service commitment they have learned.

Another aspect of the organizational culture is the high degree of tolerance and acceptance and the low degree of competitiveness within the college. Faculty explained that they are supportive and tolerant of each other, reminding us that most of them were taught from childhood to seek peace and avoid conflict. As one faculty member explained, they are careful not to be "emotive against someone." Another explained that department heads respect each other and each others' disciplines, a comment we observed to be true. Related to tolerance and acceptance is a strong commitment to consensual decision making, with most decisions made through the work of formal committees and ultimately through group consensus. While disagreements or confrontations may occur, they are resolved patiently and quietly, not angrily. It seems that, as decisions are worked through, individual preferences are set aside as a sense of the greater good emerges through group consensus. (Decision making is discussed in more detail later in this case study.) However, though consensus is highly valued, it is a consensus that allows diversity of thinking. An administrative staff member interviewed was eager to emphasize that there is "much plurality at EMC.... [It] is not like an evangelical college." There is a wide spectrum of opinions, he explained, so that it takes a while to come to focus. Apparently, it is the tolerance and acceptance of differences, rather than denial of them, that enables the forging of consensus.

Even beyond feelings of tolerance, acceptance, and consensus, the institutional culture at EMC involves a sense of community. One administrative staff member explained that at EMC, "we don't work on 'my career'; here, it's a 'body thing,' or community." Another person noted, "this is family." A critical ingredient behind the community feeling is that most faculty are members of the Mennonite Church and attend church together. Those who are not still subscribe to the values espoused by the Church, and these "non-Mennos," as they are called, seem well integrated in the college community. We detected little segregation, other than the term "non-Menno." Other elements of the community or "family" feeling are the use of first names by and for everyone (the president at the time of our visit, for example, is "Richard"), which is a Mennonite tradition that seems to convey humility and brotherhood, the help accorded new families when they are settling in, and the comfortable student-faculty relationships.

A strong Protestant work ethic is another ingredient in the culture. Being productive is a strong motivator, and faculty speak of "always doing your best" and "getting satisfaction from doing a job well." A related element is the motivation resulting from the recognition that Mennonites are part of a minority in American society. For some, the effort to work hard and do well derives from a "desire to overcome an inferiority complex, to overcome a feeling that they 'come from farms'."

Additionally, though, as the links to traditional farm life become more distant, the Mennonites feel they must work hard to focus on their traditional values and the meaning of those values in the world today.

Finally, related to the elements of faith, service, acceptance, community, and hard work is the extent to which the culture is, in the words of one faculty member, "all-consuming." One faculty member expressed a theme implied in the comments of many: "An institution like this can claim your heart and soul." Faculty are very involved in all aspects of the college, from committee work to teaching to advising students to contributing to important decisions. While some faculty choose to live a bit removed from the college, many live in a group of homes situated on the periphery of the campus. Furthermore, even on quite modest salaries, many faculty contribute to the endowment fund. A more simple example is given by the new young faculty member who said, "EMC is my life.... It's fun.... It's the people, students, community, theology, faith.... It's the little things."

■ LEADERSHIP AND DECISION MAKING

"Consensual" is the best word to describe the decision-making process as well as the atmosphere within which administrators lead at Eastern Mennonite College. Within a college characterized by wide ownership and high faculty and staff commitment, EMC's decision-making processes are participative and very collegial. While the president and dean play significant leadership roles and are highly respected, leadership is shared among faculty and administrators. The contentiousness, turfdom, and wrangling often characterizing colleges and universities do not apply to Eastern Mennonite. The devotion to working at consensus is a manifestation of the Mennonite way of life and commitment to consideration, service, humility, and conflict avoidance.

At EMC, the community as a whole is formulating its future and dealing with problems. The consensual approach involves much process work, which, according to some faculty, "gets long, but is wholesome." In addition to the usual committees, two important leadership bodies are the Dean's Committee, a small group composed of several department heads elected to advise the dean, and the Academic Council, composed of all department heads, numbering about 20. The process of decision making also occurs in earnest at the monthly (or bi-monthly) faculty meetings. Faculty report that they feel they can be heard. While some may be quite involved in committees or in certain issues, others can comfortably choose a less active role. We attended a regular faculty meeting and heard a lively discussion. While individuals expressed disagreement on some issues, they simultaneously showed respect and consideration for each other's positions. The dean led the meeting, yet various faculty members who serve on a long-range planning committee also were at the head of the room and fielded some of the questions.

The manner in which faculty cuts were made three years prior to our visit illustrates the consensual approach to decision making at EMC. Facing enrollment declines and financial pressures, the board directed that five faculty and five administrative positions be cut. The faculty-appointed Dean's Committee organized to work with

Dr. Lee Snyder, the new dean, chose to approach the board's directive by looking at programs instead of individuals. Supported by much openness on the part of the faculty, programs were evaluated on criteria of effectiveness, student interest and the market, and current enrollment and strength of the program. The evaluation process involved the Academic Council (department heads) and a faculty-administrator planning team and resulted in the decision to terminate several programs (among them Art and Art Education, Business Education, Home Economics, and Home Economics Education). Two of the individuals involved in these programs apparently took other positions in the college, and the others retired or left the college. While such program termination can be devastating to individuals and an institution as a whole, faculty and administrators indicated that the high degree of involvement and the deep commitment to the college over self contributed to a relatively harmonious decision-making process about the cuts.

The Five-Year Plan currently under development is another example of the consensual, cooperative approach to decision making at EMC. Initial ideas and hopes were aired in a faculty meeting, after which the Dean's Committee prepared a draft for discussion by the full faculty at an off-campus retreat. As ideas developed, the Academic Council reviewed suggestions from faculty and students and identified priorities. Following the retreat and the work of the Academic Council, the Dean's Committee developed a second draft. Students and faculty members responded to this draft at an open forum. At the time of our visit, the Dean's Committee was writing the third draft. While other colleges and universities often involve many people in retrenchment decisions and long-range planning, the degree of consensus and the pervasive notion that the college and its needs supersede any personal desires seem unusually high and remarkably distinctive at EMC. Without doubt, this approach to institutional decision making is a direct manifestation of the college's culture.

Though leadership is shared and decision making is largely consensual, senior leaders play a highly significant role in the life of the college and in the high level of morale. To paraphrase one faculty member, though faculty do not want authoritarianism in their leaders, they do want to see a vision imagined and articulated. In different and complementary ways, the president (at the time of the visit) and dean articulate the vision.

Richard Detweiler, who, at the time of our visit, was soon concluding his term as president after seven years, previously headed a Mennonite school and then served as dean of the seminary (which adjoins the college). He is widely respected for providing an example of a spiritually motivated life and appreciated for the feeling of security he has cultivated throughout the difficult challenges of recent years. More tangibly, he has strengthened ties between the college and the Mennonite Church and worked through the process of building a new Campus Center. Faculty consistently characterize him as "very personable," "casual and warm," and accessible through an "open door policy"; he is one who "does not polarize" individuals or groups and with whom no one ever gets angry. As institutional leader during a difficult period, he has served as a symbolic reminder of the religious and cultural values defining the essence of the college. The new president is also a Mennonite, but he brings a very difficult mix of abilities. Faculty and administrative staff express the hope that, with his expertise as an attorney and his experience outside academe, he will help the college with its long-range planning and efforts to meet the future.

Dr. Lee Snyder is the other key individual in the leadership team. While Richard has been especially strong as the spiritual leader, Lee is highly respected and appreciated as the manager of the college. A Mennonite herself, she served previously as assistant dean, left the college to pursue a doctorate in English, then returned as acting dean, and, with strong faculty support, became dean in 1985. Faculty feel secure with her at the helm because she is seen as very competent. As one faculty member explained, "she is awarded her turf for her competence." "More a manager than a philosopher," she is reported to always have an abundance of data—she is always prepared and conscientious. An energetic, friendly woman, she fits the words used to describe her by some of the faculty: "she has style," and "she is very professional." Because of her command of detail and hard work, faculty believe what she says to them.

Beyond her conscientious work, Lee is a good communicator. Faculty and administrative staff feel she is a good listener, one who hears and weighs arguments and evidence before making decisions. She is "not presumptuous" about situations but instead stays close to a situation before attempting a decision or solution. Before moving from the position of assistant dean to dean, she asked for an evaluation of her work from the faculty. Her open and tactful communication style also enables her to "step on toes without scuffing anyone's shoes," as one individual described. After she listens openly, she then is willing to formulate and implement necessary decisions.

Faculty especially appreciate the tangible and specific ways in which the dean supports their work. She asks faculty how things are going, tells individuals how good they are, and takes time to mention that "we appreciate that you are here." She makes particular efforts to use faculty to assist her on projects or concerning decisions, and then she thanks them for their work. In addition to general supportiveness and appreciation, Lee has restored and actively seeks ways to encourage faculty development. The faculty see her as their advocate with the board, and, in the words of at least some faculty, "the dean and the faculty see eye-to-eye."

In summary, the president and the dean are an effective team that builds on and reinforces the strong culture of the college. Richard Detweiler exemplifies a life motivated by spiritual commitment, humility, and service. Lee Snyder's attention to detail and conscientious hard work are integrated with kindness, generosity, a sense of caring, and a belief that her role as institutional leader really is the role of servant to the college.

■ FACULTY DEVELOPMENT AND RECOGNITION OF DIVERSITY AMONG FACULTY

Though resources for faculty development activities apparently have been cut back in recent years, Dean Lee Snyder has worked hard during her several years in office to provide financial support for faculty development, and the traditional forms for faculty development are available. Faculty members are eligible for a funded sabbatical after seven years; the sabbatical leave must fit an individual's professional development plan and be approved by the Sabbatical Committee. Possibilities exist for creatively teaming a year of funded sabbatical with an additional year of leave without pay. Faculty are encouraged to use this route to pursue the doctorate.

Other faculty development support includes $250 available to each faculty member for professional trips and a loan program for those working on doctorates. The Faculty Research Committee made four modest grants to faculty members for research support during 1986–87, the year of the site visit. The dean and some of the faculty identified faculty meetings as a form of faculty development, since these gatherings often include presentations on useful topics, such as grading. Dean Snyder initiated an off-campus retreat that became a successful faculty development activity scheduled to occur every two years. The retreat includes both work, intellectual exchange, and socializing, with spouses invited. The college is striving to gather funds to support several endowed faculty chairs, which would involve release time for research and money to support students engaged with the faculty on research and writing projects.

Some effort is made to recognize individual needs and differences among faculty. For example, special attention to the needs of junior faculty is shown in the mentoring program, through which a former department head has the responsibility of assisting new faculty with their teaching by visiting with them, attending at least one class, and assisting them in reviewing student evaluations. The junior faculty with whom we talked found this mentoring to be very helpful. The dean tries to address individual needs by selecting and financially providing for individuals to attend special programs or meetings that may be of particular interest. In sending a team to a Council of Independent Colleges' Faculty Institute, she explained that she considered which senior faculty members might appreciate the opportunity for rejuvenation and which junior faculty members might bring fresh enthusiasm to the team. The dean and president also try to support faculty who want various short-term opportunities outside the College. A faculty member might take a funded sabbatical paired with unpaid leave time to do missionary work, teach overseas, or research and write on misology or other topics. The dean also has available a fund to assist individuals with such creative work as writing a novel.

While the desires of faculty and administrators for resources to support faculty professional development exceed the current availability of funds, the college seems at least to be providing the traditional kinds of support, and the dean, especially, tries to recognize and assist faculty with special needs. Faculty development activities do not appear to be key factors contributing to high morale, but, in the total equation, they are positive and appreciated opportunities. It is noteworthy that the Mennonite culture is evidenced specifically in at least one aspect of professional development activities; extended leaves for the purpose of church work (mission work, teaching) are accommodated in a way that one would not expect in most colleges.

■ RESOURCES

Though a decline in resources in the last five years has strained faculty morale, the culture of the college maintains the commitment and motivation of faculty and administrators despite hard times. Improvement in extrinsic rewards would enhance morale, however. At the time of our visit, faculty and administrators perceived the college to be in a transitional period (a new president, the newly completed Campus Center, an expected enrollment turnaround, and a start on endowment building) that they anticipate will lead into more successful times. Currently, this anticipation is enhancing their morale.

A Five-Year Academic Plan and a Physical Plant Master Plan are under development. Additionally, particular attention focuses on increasing salaries and raising funds to establish several endowed chairs. The salary issue is one of considerable concern, especially for young faculty who find it difficult to purchase homes in today's market on their modest incomes. Since the college is eager to attract good faculty members, faculty and administrators alike feel an increase in salary levels is necessary. Supporting this view, the board recently increased salaries by 6% and made a commitment to work to improve them further. The funds for the endowed chairs that the college is striving to establish will be used in three ways: (1) to offset salaries and fringe benefits; (2) to provide monies for program expenditures to be used for equipment, student internships, research endeavors, and curricular developments; and (3) to support student scholarships. While EMC is a "small gift school," since many alumni work in service-oriented positions, the college has seen an increase recently in alumni participation in annual giving.

In summary, we believe that faculty morale at EMC is based in the strong religiously oriented culture that motivates faculty even when resources are low. However, some positive signs of improvement in resources—concern from the board about salaries, progress in endowing faculty chairs, an apparent turnaround in the enrollment decline that will lead to more tuition revenue, an increased percentage of alumni giving—indeed are factors in the equation leading to the current high level of morale. Continuing improvements along the lines mentioned (particularly salary levels) or other new resources will be relatively important variables, we believe, in keeping morale at current levels.

■ COLLEAGUES AND STUDENTS

The Mennonite culture influences the nature of the relationships among colleagues and between faculty and students. Many faculty have worked together for years and, in their interactions, convey a sense of membership in one "family." They are respectful, generous, caring, and friendly with each other. Students also subscribe to the mission and values of the school. Though some are non-Mennonite, all sign a statement supporting the values upheld within the college community, including required chapel attendance and abstinence from alcohol. Faculty and students agree that they share a close, warm, casual relationship, based for many on shared religious convictions. As with the relationships among faculty themselves, the concern and respect expressed in student-faculty relationships appear to mirror the more general Mennonite values that form EMC's culture. These relationships are vehicles through which faculty express their commitment to God's work, to service, to humility, to peacefulness.

■ FACTORS OUTSIDE THE COLLEGE

EMC's location in the Shenandoah Valley is cited by a number of faculty as a positive influence on morale and satisfaction. Harrisonburg is situated in a rural area but is close to several major cities. The University of Virginia, as well as two other colleges, is fairly close. Taxes and congestion are low, and the climate is mild. Faculty perceive the area as a good place to raise a family. For some, the lovely rural location is not as important as the fact that a number of Mennonites reside in Harrisonburg, thus creating a "community." The interest in the family unit that is inherent in Mennonite culture is an attractive feature of the college for some faculty. Colleagues understand and assist each other if family needs arise.

■ FACULTY CAREER ORIENTATIONS AND THE COLLEGE

Within the strong culture of the college, faculty values and institutional goals are very congruent. As has been argued, this consensus of belief and unity of commitment are the unbreakable glue maintaining the college as a whole and supporting the morale of the faculty even in the face of difficulties. Within this framework of commitment and consensus, however, faculty career orientations do vary. For example, our survey data indicated that just under one-half of the faculty see themselves as "intermittent" in career pattern, moving in and out of academe. This group probably includes those who may leave the college for a time to do missionary work, teach abroad, or help with a service agency. One-third expect to live out their vocation at EMC, and one-quarter are "spiral" in career pattern, eager for diverse responsibilities within higher education. Perhaps these are faculty who expect to continue their work with EMC over a long period of time but who may take sabbatical leaves to pursue special interests, lead trips off campus with students, or assume stints as department chairs. All these groups seem to be comfortably matched with the college and the opportunities it affords.

Our interviews suggested that faculty also could be grouped in terms of those devoted primarily to teaching and those eager to balance their teaching with active research. The different perspectives of these two groups emerged as we probed faculty members' views about the relationship between the organizational (college) culture and the professional (disciplinary) culture. Those who see their role primarily as teacher, rather than as researcher, comprise the majority of faculty. Many of these faculty apparently expect to live out their vocation and eventually retire at the college. As the director of admissions explained, "Faculty here are less politically and professionally interested in going up the ladder." For these individuals, the daily living of one's beliefs, the moments and hours with students, and the setting of an example appear to be prime motivators. Most see themselves as "servants of the Church" and define their disciplinary and professional responsibilities very broadly. Many value teaching for the way in which it requires faculty members to identify and integrate diverse ideas and concepts in the disciplines. A member of the Research Committee explained: "This may sound provincial, but [the university model of teaching two courses and being specialized] can get boring. One of the joys of a small college is that I don't teach the same things over and over." He takes a course at the University of Virginia from time to time, sees this activity as professional development, and considers it to be as important as writing an article.

A smaller group of faculty is "chafing at the bit" for more time and support to do research, even as they maintain a deep commitment to teaching. They desire a better balance between teaching and research, a balance in which teaching responsibilities are punctuated by opportunities for release time for research activities. Generally, these seem to be the younger faculty who are trying to complete doctorates or have finished advanced degrees recently. A half-dozen or so faculty try to pursue their research interests while on sabbatical or during the summer. The proximity of the University of Virginia library is helpful, especially for those in the sciences. Nevertheless, faculty with this orientation feel considerable strain from the daily teaching, advising, and other responsibilities that restrict the time they have for their research interests.

These differing perspectives among individual faculty are being played out at the organizational level. President Detweiler defined research as a "scholarly contribution defined broadly," giving as examples the work of a music professor who has been invited to give direction to a Bach festival on the West Coast and a teacher in the Bible and Religion Department who writes on misology and will spend time doing church work in India. Mr. Detweiler noted that "faculty are really doing more [in the way of scholarly contributions] than they know."

Evaluation and promotion procedures also indicate that research is viewed broadly at EMC. For example, the college does not award tenure. Procedurally, faculty members receive one-year contracts for the first three years, followed by a three-year contract. After six years, renewable five-year contracts are the norm. Evaluation for new faculty occurs after the first semester, after the second semester, after the second year, and then when the three-year contract is awarded. According to the president, promotion to full professor is based, first, on the quality of teaching; second, on scholarly contributions broadly defined; and, third, on contribution to the community and the Church (this third criterion is very important). He suggested that an advanced degree and the number of years of service at the college are the most important requirements. Overall, we have the impression that research, defined as publication, is not a criterion used in evaluation procedures or promotion decisions.

The Five-Year Plan under development will address some of the tensions and questions associated with the balance between college and professional-disciplinary responsibilities. As the director of admissions explained, "In the world of higher education, EMC is not showing up." Many believe the college should be visible "in the wider world" and feel that some faculty attention to research may be one vehicle by which to bring EMC to more apparent view. Simultaneously, as explained, some faculty want to have the opportunity to do more research through a reduction of work-load. All faculty and administrators agree that the centrality of teaching is crucial at EMC; yet, also, in the Five-Year Plan they are striving for a "pluralism" that recognizes the interest of some faculty to add research activities alongside their teaching duties and the desire of others to focus their attention primarily on teaching. The plan also calls for an increase in the number of Ph.D.s on the faculty; commenting on this goal, Mr. Detweiler called the Ph.D. "the union card to teach." Faculty and administrators recognize that with the current heavy teaching loads at the college, they may have difficulties attracting Ph.D.s. Though some new faculty members are partway through the doctorate, how can these individuals be expected to carry a full load of teaching as well as finish the degree in a timely manner? The Five-Year Plan is addressing these issues by planning for faculty release time, but questions remain under consideration: How many resources should be allocated for release time? How much research should "a good teacher" do? How are teaching and research optimally balanced in a college like EMC?

■ SUMMARY AND ISSUES

The data gathered during our visit led us to conclude that the values of the Mennonite Church are the defining framework for the organizational culture at EMC. Commitment to the college is a vehicle through which faculty express their commitment to Mennonite values. We argue that this commitment to the college, grounded in the particular organizational culture at EMC, sustains and motivates faculty even when extrinsic rewards are low and the institution faces difficulties. The relatively high morale apparent at EMC at the time of our visit is directly related to the culture, but the level of morale has been enhanced by such recent positive circumstances as the construction of the Campus Center, the kind of administrative leadership provided by Dean Snyder as well as the pastoral leadership of President Detweiler throughout much of the 1980s, and the anticipated improvement in enrollment. Since the relatively high level of morale at the time of this study relates at least partially to these circumstances, it may be somewhat temporal. We suspect, though, that even in hard times, morale does not fall too low. The Mennonite culture encourages persistence, hard work, and endurance; in hard times, the culture sustains faculty as they continue steadfastly with their work.

While we were impressed with the key role played by the college's mission and values as the basis for positive morale, we found several issues that could impinge negatively. First, we hope that the anticipated enrollment increase indeed occurs, since such an increase has value both as a symbol of the vitality of the college and as a source of necessary revenue for some of the college's plans. Second, the issue of salary levels requires continued attention. Most faculty are reluctant to complain about salary levels because of the Mennonite valuing of a simple life style. However, young faculty especially are feeling pressured financially as they try to purchase homes in today's market. Additionally, the current salary levels are not high enough to support the college's goal of recruiting Ph.D.s to the faculty. A related question concerns the range of salaries. Several years ago faculty decided to narrow the range of salaries, regardless of discipline, years in service, or degrees held, as an expression of the brotherhood that Mennonites value. Now, the college must resolve the tension between wanting to recruit faculty who have Ph.D.s (and therefore expect their salaries to reflect their advanced work) and the tradition of similar salaries for all, regardless of rank, degrees, or field. This issue also relates to the problem of attracting faculty in such fields as business, where market forces create salary differentials in comparison with other areas.

We hope the efforts to develop endowed chairs will be met with success, since endowed funds may enable the college to provide some release time for those individuals who wish to pursue research along with their teaching. While teaching should and undoubtedly will remain the focal activity at EMC, we believe the enthusiasm and professional growth of those faculty desiring to engage in traditional research will be enhanced if they have some portion of time to allocate in that way.

Beyond issues of resources, salaries, and research time, we see a less visible issue that the college must consider. Some faculty suggested that there is currently a "secularization of the Mennonite Church" that may be spilling over into the college. Indeed, in some of our conversations, we observed that a generational difference may affect the perspectives of some faculty. To generalize, older faculty may feel that their sense of mission offsets any shortcomings of extrinsic rewards to a greater extent than do younger faculty. Another aspect of this secularization process is the possibility that, as EMC works to increase the number of Ph.D.s in its efforts to stay within the mainstream of American undergraduate education, the number of non-Mennonite faculty perhaps will increase. A growing secularization (if it occurs) through the addition of young faculty who may be less traditional in their Mennonite practices or faculty who are not Mennonite at all could alter the character of EMC considerably and change the special commitment and culture that we have identified as so important. We see these issues as challenges of considerable import to this unique and interesting college.

GORDON COLLEGE
Wenham, Massachusetts

R. EUGENE RICE

CASE STUDY TEAM: *R. Eugene Rice, with Carole J. Bland, and David C. Smith*

Few American liberal arts colleges are more advantageously situated than Gordon: the high culture of Boston, world-class universities, the New England coast, and the combination of suburban amenities and cosmopolitan diversity. Gordon also has history on its side. Not only the colonial history, with its heritage of respect for the liberal arts, but the history of independent, evangelical Protestantism—Park Street Church, Tremont Temple, and the Gordon-Conwell Theological Seminary. For a college committed to the liberal arts and the traditions of a special kind of American Protestantism, Gordon could hardly be better placed.

Faculty morale and satisfaction depend, however, on more than place and history. Gordon has also had stable leadership that is inspired, inspiring, and innovative—a rare combination. And, much of Gordon's exceptional leadership and innovation has focused on faculty and their development. For instance, the college's individualized growth contract program for faculty has received—for good reason—national attention.

The same survey that identified the high morale of Gordon faculty also showed relatively low faculty salaries. This case study will address this apparent anomaly and examine the other characteristics of the college that contribute to high morale and satisfaction among faculty. The visiting team was most intrigued by the way Gordon is able to combine a strong sense of faculty autonomy with an equally vital commitment to community. Undergirding this unusual mix is a distinctive organizational culture grounded firmly in a commonly shared religious perspective. Because of the important relationship between institutional culture and morale, we begin there.

■ ORGANIZATIONAL CULTURE

Within the broad spectrum of American colleges, Gordon College belongs to a distinct type, the "Christian college." This topological self-identification is immediately apparent in the college's publications, the video presentation for prospective students, and campus conversation. The Christian character of the college was regularly the first thing mentioned in an interview. This faith stance permeates the teaching, curriculum, co-curriculum, and faculty worklife. Indeed, Gordon defines itself first and foremost as a "Christian community, distinguished from other Christian communities by its primary commitment to provide a liberal arts education" (1986–87 catalog, p. 147).

This ethos, as articulated at Gordon College, warrants attention, because it was invariably cited *as the chief factor influencing faculty morale*. The Christian character of Gordon is also more subtle than one unfamiliar with the school might presuppose.

Some of what is implied by the designation Christian is fairly predictable within the framework of the evangelical Christianity of our time. Members of the community call themselves "Christians." The Bible is authoritative in matters of faith and conduct, and the latter is not merely a private matter within a Christian community. The Christian ideal is carefully, thoughtfully, and tactfully set forth in the catalog and this elaboration is a precondition of faculty employment.

The Power of Reference Groups. Within the category of "Christian college," Gordon has placed itself with some care in a comparative relationship to a number of other such institutions. The college plays an active part in a 13-institution Christian College Consortium (which conducts programs enhancing faculty morale) and belongs to an even wider Christian College Coalition.

The ways in which Gordon tries to distinguish itself are almost as important as its general Christian character—and very significant for faculty morale. For example, Gordon is an independent, non-denominational college; there is no denominational interference with the teaching/learning process or the freedom of the faculty. Several faculty members articulated their sense of intellectual freedom vis-a-vis the situation in other Christian colleges. Other faculty members spoke of Gordon's "genuine commitment and real openness."

The distinctiveness of Gordon becomes particularly clear when faculty members and administrators draw comparisons between Gordon and other institutions. This carefully circumscribed institutional reference group contributes to Gordon's sense of institutional strength and coherence. At Gordon the institution mentioned most frequently—as both the most similar and the one to emulate—was Wheaton College (Illinois). The president, the dean, and a number of the faculty members are graduates of Wheaton. Denominational schools were seldom mentioned in this context, with the exception of Calvin College. These institutions are held up as ideals because they represent the common commitment to both Christian faith and intellectual quality. Theological affinities are also at work here.

With the possible exception of Wheaton, Gordon seems to be at the top of the non-denominational Christian colleges. This is clearly a major factor in faculty morale. People feel that, within their reference group of Christian colleges, they are at an institution of high quality. As one person put it, "Where could I go that I'd rather be?"

In addition to the Christian college reference group, the faculty and administration of Gordon cannot help but compare the college with the strong, selective liberal arts colleges in the New England area. This comparison serves to accentuate the importance of high academic standards and supports the liberal arts character of the institution. The highly selective liberal arts colleges in the region and the presence of world-class research universities (e.g., Harvard and MIT) in the vicinity do not serve to undermine faculty morale through invidious comparison, as might be expected. Those institutions are in academic orbits that are seen as unrelated to Gordon's distinctive mission and culture. Their presence enhances the feeling of well-being among Gordon faculty rather than detracts because of the carefully defined character of the college.

The select group of Christian colleges with which Gordon compares itself serves as a primary reference group that has integrity in the eyes of faculty, students, and the college's various constituencies. Gordon has a dependable, comparative baseline for measuring its success. And, according to that measuring rod, Gordon is doing well and is an institution with which the faculty proudly identify.

The Integration of Faith and Learning. The faculty and administration are clear about the *limits* of what must be held as fundamental regarding belief and conduct at Gordon. The political, economic, and scientific implications of faith are open for discussion in a spirit of engaged inquiry. The compatibility of faith and inquiry is stressed, in the Reformation tradition of Christian scholarship, and over against any anti-intellectualism of populist fundamentalism.

The president pointed out that this particular balance of intellectual inquiry and faith commitment should be understood as the contemporary expression of the ideals of the college's founder, A. J. Gordon, a Boston evangelical minister and a graduate of Brown. This sense of continuity in a New England tradition of almost a century clearly gives strength and legitimacy to the college's culture. As one faculty member put it, "Gordon is the last best hope of the ideal of 'the integration of faith and learning.'" The "integration" phrase is a campus watchword.

Recruitment and Cultural Distinctiveness. Gordon College has, over time, forged a special place for itself in American higher education. The college stands squarely within the liberal arts tradition, combining a very distinctive form of evangelical Christianity with a strong commitment to open intellectual inquiry. This distinctive culture is maintained through public statements, a local community of alumni, and a host of other means. None, however, is more important than the careful selection of new faculty.

During the site visit, a young economist on the faculty of a very prestigious liberal arts college in New England was being recruited by Gordon. The visiting team was able to witness, first hand, the thoroughness of the recruitment process. This investment of time and effort increases the likelihood that there will be a good "fit" between individual faculty and the institution. The continuity in culture is thus sustained. Faculty seem honored to be at Gordon, "called" to be there.

The vitality of the culture of an organization can be maintained by the ceremonies that are held and the stories told—the "college-lore." Most impressive about Gordon is the extent to which the culture of the college penetrates the entire institution. The members of the visiting team arrived late at night and were escorted to their several rooms on campus by the college's security guard. En route, the guard talked about the college—telling us one story after another. The next day, the team met with the chair of the board of trustees and in the interview stories about the college were again told. Particularly striking was the similarity between the stories told by the campus cop and the board chair. As we proceeded with our visit, we kept hearing the same, consistent lore about the college, whether we were talking to freshmen, other students, faculty or maintenance personnel. What makes Gordon distinctive is abundantly evident and rehearsed at every turn.

LEADERSHIP

The leadership of President Gross is a key factor in sustaining the high morale found among Gordon faculty. Dr. Richard Gross became Gordon's sixth president on April 1, 1976, after nine years as the school's academic dean and vice president. For some time prior to becoming president, Dr. Gross exercised major influence over the development of the college's programs and the shaping of the culture of the institution.

In the initial interview with President Gross, it was made clear that over the years faculty development has been his central priority. His opening statement to the visiting team was: "The most important thing we do is support faculty." When making hard choices around the allocation of the modest resources of Gordon College, building a strong faculty comes first. Only now is the improvement of the physical plant underway.[1] This unusually strong commitment on the part of the president to the development of faculty instead of the building of facilities was reported independently by several faculty members and the chair of the board of trustees. The president has succeeded in communicating his priorities for the institution.

Dick Gross is an innovative leader. He knows what is happening on the national scene in higher education, and, in fact, has himself been an important contributor. He is open, candid, and a risk-taker. Some of Gross' most important innovations have a direct bearing upon faculty morale, especially Gordon's system of Individual Growth Contracts. This significant innovation was initiated by Dr. Gross while serving as dean at Gordon and has been effectively replicated elsewhere.

The leaders of a number of small liberal arts colleges have had to be innovative in order to survive. Constant innovation can undermine the stability of the institution. What is unusual about the leadership of Gordon is its ability to balance innovation with stability. President Gross' long tenure at Gordon provides a foundation on which innovative programs can build.

The leadership of President Gross and the dean of the faculty, Judson Carlberg, combines a highly participatory style with strong managerial skills. Both administrators are known for their insistence on open communication. The faculty address both leaders by their first names and appreciate their accessibility—both in terms of time and personality. In addition to the frequent informal interaction that both leaders have with faculty and students, the dean and the president each set aside a special time each week—an "open door" period—for students and faculty to drop by.

The president and dean of the faculty came to office through similar, but unusual, career paths. The academic leadership of most liberal arts colleges rises out of the ranks of the faculty or, in the case of presidents, out of the church. Both Gross and

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[1] A new library is under construction, and a new chapel/auditorium in the planning stage. These buildings will have symbolic as well as practical consequences. The new library building is urgently needed to provide more attractive study space and to articulate the academic ideals, as well as for housing the respectable book collection.

Carlberg are graduates of Wheaton, as was mentioned earlier. Their Ph.D.s, however, are in educational administration (Michigan State), and neither rose to leadership from positions on the faculty. The resistance from the faculty, that one might expect, materialized early on with the appointment of Dean Carlberg. Gross and Carlberg, however, proved to be such effective managers and so aggressively participatory in their leadership that, as a team, they soon were receiving the enthusiastic support of the faculty. This pattern, which is atypical now, might well prove to be the norm in the liberal arts college of the future.

The leadership of Gordon not only works well with the faculty but also is effective with the board of trustees. The boundaries across the decision-making constituencies of the college are thoroughly delineated. The members of the board have a clear understanding that the faculty has full responsibility for academic programs and that the board's role is to provide financial support and oversight. This kind of confidence in the faculty and recognition of its key role in academic decision making is a significant source of high faculty morale and a tribute to the leadership of the college.

Gordon is not run as a bureaucracy nor is it headed by a set of autonomous prima donnas. There appears to be good cooperation at all levels. As a member of the president's cabinet put it: "The people who are shepherding the college are known and respected."

■ FACULTY DEVELOPMENT

During the 1970s, Gordon College made a solid commitment to faculty development and is now reaping the benefits. The institution and their president made a sizable impact on American higher education with their innovative "Professional Development Through Growth Contracts," a program initially funded by the W. K. Kellogg Foundation. The growth contracts were described by Gross as "a systematic approach to defining faculty roles, charting the direction of professional growth, and assessing one's performance." Few faculty development programs have been evaluated more thoroughly than Gordon's, and fewer still have received more attention.

One of the site visitors was Carole J. Bland, a specialist in faculty development, who, with a colleague, has recently studied the effectiveness of programs designed to maintain faculty vitality. Dr. Bland found at Gordon almost all of the characteristics recommended for program effectiveness. In addition to the growth contracts, Gordon has an impressive leave program (one term at full pay every four years—to be changed to every five years with the advent of a new calendar). Funding for travel and individual research is also substantial. Opportunities for international travel and research appear to be readily available, with a large percentage of the faculty taking advantage of them.

At Gordon, it is important to note, the faculty development program is formally separated from the process of personnel evaluation. Growth plans and their assessments can be voluntarily submitted by a faculty member in support of his or her candidacy for tenure or promotion, but this is done at the discretion of the faculty member.

The Dean of the Faculty, who enjoys a high degree of confidence from the faculty, participates in both proceedings and provides an organizational link. Gordon does not maintain a rigid distinction between personal and professional development. As with the students, faculty are also treated in a holistic way. Leave policies and the guidelines for professional growth contracts take into consideration the need for personal growth and development.

■ RESOURCES

It is often assumed that faculty morale and satisfaction are most directly tied to extrinsic rewards, particularly salary. Gordon's own "strategic planning task force report" identifies one of its institutional weaknesses as "Low faculty, staff and administrative salaries with respect to the New England region and Christian College Consortium institutions." Gordon's faculty is poorly paid in a comparative sense, but it is evident from extensive interviews with faculty that morale is high. When pressed on this discrepancy, faculty insist that a "good faith effort" is being made in their behalf. Or, as one put it: "I'm getting paid as well as is possible."

At Gordon, the threat to faculty morale comes from a different quarter. In the interest of maintaining a strong sense of community, the college has resisted going to a differential salary scale in order to attract quality faculty in high demand fields (e.g., computer science). This decision has strengthened faculty morale for the present, and, while faculty are generally positive about the college's future, this issue sits as a cloud on an otherwise bright horizon.

Gordon, under the leadership of Richard Gross, has compensated for its relatively low endowment by initiating carefully circumscribed projects that give both a sense of momentum to the college and provide a framework for seeking private donations and foundation grants; the A. J. Gordon Scholarship Program and the Kellogg-funded faculty development program are examples. It is remarkable that the 1985 merger with Barrington College of Rhode Island was managed in such a way that the morale of the faculty was, by every indication, only enhanced. This sense of organizational momentum gives to individual faculty the confidence that they, too, are "on the move."

■ EVALUATION AND CAREER OPPORTUNITIES

In interviews with both faculty and administration it was made clear that in the faculty evaluation process the central concern is with the quality of student learning. Inquiries into the evaluation process by a visiting team well versed in the subject made it evident that Gordon is extraordinarily sophisticated in this matter. Their evaluations are thorough, multi-dimensional, and flexible enough to allow individual faculty members to build on their strengths. Reviews that involve students, faculty peers, a senate member, the department head, and the dean are marked by trust and confidence so that the process has integrity. Although the extrinsic rewards at Gordon are not great, the connections among evaluation, performance, and reward are clear and respected. The legitimacy of the evaluation process itself enhances morale among faculty.

Faculty at Gordon are appointed to serve students and the college, and it is understood that in so doing they are, as one faculty member put it, "helping to build the Kingdom." The faculty have what Erik Erikson calls "a wider sense of belonging." The discussion of commitments and rewards must be understood within this larger context.

In the evaluation of faculty, teaching is given the highest priority, research is honored and encouraged on an individual basis, and scholarship that is required for excellence in teaching or research is expected of all. Community service takes on a variety of forms and, because it is highly valued within the college, is acknowledged and rewarded.

The career opportunities for Gordon faculty extend well beyond the local institution or disciplinary associations—the limited avenues open to most faculty. Gordon's close association with other evangelical Christian colleges and, particularly, the Christian College Consortium makes available a wide range of options and provides a "release valve" for ambitious faculty interested in mobility and who would otherwise feel, to use Rosabeth Kanter's term, "stuck." Gordon prides itself on the number of academic deans of these other colleges who have risen out of the ranks of the Gordon faculty. That larger institutional network generates career opportunities for faculty who would otherwise experience career frustration and lower morale.

■ COLLEAGUES AND STUDENTS

When Gordon faculty were asked how they accounted for the high faculty morale on their campus, the response heard most often was: "my colleagues." In contrast to the experience of most faculty in American higher education, the Gordon faculty genuinely support one another, enjoy good relationships, and, when interviewed, stress the absence of personal animosities and competition with colleagues. The document setting forth the Christian standards of the college states that "sins of the spirit," such as jealousy, backbiting, pride, and impatience, are "potentially as destructive to the unity of the community as 'sins of the flesh.'" There are strong sanctions against personal rivalries and actions that would foster ill will. Faculty members describe professional judgments by colleagues as "candid" and speak of the "honorable" quality of deliberations.

Given the divisional structure of the college, the disciplinary boundaries that frequently divide faculty are not found at Gordon. Faculty look for opportunities to engage in team teaching, and interdisciplinary conversations were mentioned as contributing to morale. As one person put it, the heart of the academic community is "the fun of teaching with good people."

In visiting the campus it becomes clear that there are also close personal ties between faculty families, based on church as well as college connections. One of the limitations with which Gordon struggles is the lack of a faculty neighborhood. Because of the expense of housing on the north shore of Boston, many faculty are forced to commute significant distances. Nonetheless, colleagueship is taken seriously and cultivated assiduously at Gordon.

Faculty invariably spoke well of the Gordon students. When pressed about the frustration of dealing with the underprepared student, the basic response was to describe the problem as a challenge and point to the increase in the quality of Gordon students over time.

Students describe Gordon as "hard," in the sense of both its academic rigor and its demand that each student struggle with the hard questions of faith, resisting "easy answers." Students have high regard for the faculty and hold them up as *models*. They view the faculty as adults who have experienced the world, held fast to their faith, and integrated the two. The visiting team noted that the students interviewed tended toward a more explicit evangelical vocabulary than did the faculty.

■ AUTONOMY AND MEANINGFUL AFFILIATION

Carole Bland recently reviewed the literature on the characteristics of faculty who are productive researchers and found that a combination of autonomy and meaningful affiliation was high on the list. During the site visit to Gordon, she found the same combination among the faculty there.

Gordon faculty see themselves as having a great deal of professional autonomy. We have already commented on the respect for academic freedom to be found there. Faculty made frequent reference to the freedom they have in choosing the classes they teach and the research topics they select in their work. As important, however, is the ethos that has been created by the individual growth contracts. Faculty are encouraged to individualize their career planning—to put their work together in their own way, to build on their strengths. This individualized planning is honored, then, by the institution and its reward system.

In other institutions, the emphasis on autonomy has frequently resulted in professional isolation, particularly for junior faculty. A major reason for high faculty morale at Gordon is the way autonomy is linked to community—meaningful affiliation. The common religious commitments and the integrity of the organizational culture are obvious sources of bonding. Significant participation in academic governance also gives faculty the sense that the institution is theirs. What makes Gordon special, however, is the combination of autonomy and affiliation, an unusual organizational condition that sustains faculty satisfaction and promotes high morale.

■ CONCLUSION

Dr. David C. Smith, then executive director of the Society for Values in Higher Education, was a member of the team visiting Gordon. He brought to the Gordon visit a rich comparative perspective based on his experience in a major study of institutional values. His summary of the factors making for relatively high levels of faculty morale at Gordon confirms what was found in the survey data and provides an apt conclusion to our case study (the factors are listed in descending order of importance):

- the clear and unique culture of the college;

- the professional freedom enjoyed by Gordon faculty in comparison with the other institutions in the faculty members' reference group; the sense of being at one of the top colleges of Gordon's type;

- the homogeneity of faculty values and the restraint on disharmony grounded in shared religious assumptions;

- a president who is a fine leader, recognized for his substantial role in shaping and articulating the campus culture with its central values of freedom and human development;

- a faculty development program that has institutionalized possibilities for professional growth;

- a trusted dean, committed to faculty development and open communication;

- a supportive board of trustees, that does not interfere with the classroom;

- a geographical location noted for its culture, scholarly opportunities, recreation, and diversity;

- the numerous possibilities for teaching and travel abroad.

Returning to the airport following the site visit, the members of the visiting team shared their pleasure at being able to confirm the reliability of the survey's report of high morale at Gordon. Also discussed was our surprise at the extent of the satisfaction and height of the morale among the faculty; we even had some concern that our report might sound uncritical and naively supportive. At a time when many in our society are lamenting the passing of community and the bureaucratization of higher education, the three of us felt somehow privileged to have been able to probe at some depth an educational community where there is still a sense of commitment and strong connection. Perhaps satisfaction and morale are contagious.

GREENVILLE COLLEGE
Greenville, Illinois

ALLAN O. PFNISTER

CASE STUDY TEAM: *Allan O. Pfnister, with Michael Mills*

Greenville College was founded as Almira College for Women in 1855, became coeducational in 1889, and was renamed Greenville College in 1892. The original foundation was established under the aegis of the American Baptist Church. In 1892 the college came under the direction of the Free Methodist Church and remains under that sponsorship at the present time. The college has maintained a nonsectarian stance on admissions under both denominations, but it makes clear to students admitted that they should be prepared to abide by the expectations and regulations of the institution.

The expectations of the college, as the Faculty Handbook states, include both spiritual and academic aims that are "to be achieved in a unified process ministering to the whole person. As an institution cooperating in the work of the Church, Greenville College is urgently concerned to point all under its influence to Christ, to foster in them a sound and fervent Christian life, and to summon them to participation in the redemptive mission of Jesus Christ." The statement continues by saying that the college also is an institution of learning, and it "recognizes that all of its instructional disciplines and campus programs, while viewed from within the framework of Christian belief, are to contribute to the achievement of its objectives. The college resolves that the quality of its instruction shall be rigorous, scholarly, humane and pedagogically sound."

That students who enroll at Greenville both understand and accept the expectations may be concluded from the manner in which alumni have responded to recent surveys. The alumni graduated between 1975 and 1984 were asked to indicate how well the college had communicated its objectives to them. They responded that Greenville College had been "very highly successful" or "highly successful" in communicating such objectives as: "love of God" (86% of the respondents); "a desire for life-long learning" (84%); "the challenge of ideas" (80%); "a sense of the dignity and worth of a human being" (80%); "clear understanding of Christian beliefs and values" (78%). When asked if these values were personally accepted and practiced, students answered in much the same manner: "sense of dignity and worth of a human being" (93%); "love for God" (92%); "desire for life-long learning" (91%); "challenge of ideas" (89%); "will to succeed" (88.9%). Only the last item ranked higher among those identified by the alumni as personally held objectives as compared with the first five identified by alumni as successfully communicated by the college. The on-site examination gave one the impression that the responses of the alumni rather closely paralleled the responses that resident students and faculty would give on the same set of items.

The college enrolls approximately 750 students (full-time equivalent would be approximately 700). Virtually all students who apply are admitted, but it seems clear that students who apply are aware of and in sympathy with the mission of the college. About half of the students rank in the upper 25% of their high school graduating classes. There are some 45 faculty. The annual revenues of the college total approximately $6 million. The library reports around 100,000 book titles. A self-perpetuating board of trustees owns and operates the college, and, although the college is an independent corporation, it maintains a close working relationship with the Free Methodist Church and seeks to have two-thirds of the full-time faculty as members of that church. The college is located in a town of about 5,000 some 60 miles northeast of St. Louis, just off a major East-West interstate highway.

Greenville College was identified on the basis of faculty responses to the questionnaire developed by the Council of Independent Colleges as an institution of high morale/satisfaction. Based on data from questionnaires administered over the years by the college itself, this general sense of satisfaction appears to be a continuing characteristic of this particular faculty community. Impressions gathered during the site visit reinforced the perception that the high level of general satisfaction is not something peculiar to this period of time in the life of the college, nor is it the result of some special set of circumstances, but it is rather a reflection of the general identification of faculty with the college community.

That the general mood is one of high morale/satisfaction does not imply that Greenville faculty have no complaints. The CIC survey and interviews during the site visit provide quite adequate evidence that low salaries, heavy demands on time, and limited resources are matters of concern to both faculty and administration. It is difficult, say faculty members, even if the cost of living may appear less in a small town than in larger urban locations, to meet regular expenses. Limited resources mean that faculty members need to be inventive to find ways to secure equipment, to undertake field trips, and to maintain scholarly activities. Yet, on more than one occasion, a faculty member would say that salaries are low, but he or she would work at Greenville under any circumstances; equipment is found, field trips are arranged, and books and articles are produced. But one's activities seem to revolve around the college and its students, and there may be little time left for self-development—unless self-development itself grows out of the work with the college and students.

ORGANIZATIONAL CULTURE

The hypothesis for the high morale at Greenville was that this institution constituted a workplace in which one would find a particular set of cultural values shared to a significant degree. Further, it was hypothesized that the major ingredient in creating and maintaining this culture was a commonly held religious perspective. Based on the interviews and discussions during even the first half-day of the site visit, the evidence strongly supported these hypotheses. In discussions with the president, vice president for academic affairs, and the faculty council, two themes emerged with regularity: Greenville College is a caring community and Greenville College is a Christian family. In these two terms, "community" and "family," one finds the basic elements of the culture of Greenville College as a Christian liberal arts college. Those who teach and those who administer are colleagues. At Greenville, "faculty" is a term that means "all members of the administration as well as those involved in classroom teaching," according to the faculty handbook, which goes on to state that "the distinctions between instruction and administration are meant to be only those of function and suggest no hierarchy of values related to the respective duties of each group." Beginning with the president's description of the interview process followed in the appointment of every person who is invited to join the college faculty, and continuing through the discussion with the Faculty Council about how decisions are made at the college, the sense of how the shared values of this community/family are established and maintained emerged with striking force.

A prospective member of the Greenville community/family spends two days on the campus in intense discussion with faculty groups and faculty families. The person coming to campus for the interviews already has been carefully screened with regard to stated values and concerns as well as academic qualifications; a high degree of selectivity would seem already to have been in operation before the person comes to the campus. Then, during the interviews, the candidate is apprised of the nature of this particular academic community, the expectations with regard to teaching, the mission of the college, and the style of life characteristic of members of the community. The concluding conversation with the president incorporates a review of the history and mission of the college and a quite pointed discussion of the expectations the college has for a teacher, both as an academic and as a role model for students. In the process, the basic elements of the mission statement of the college are made clear:

> The educational philosophy of the college includes, among others, statements about the nature of God, man, and the university and is shaped by Biblical revelation. God is understood to be personal, the creator and ruler of an orderly emerging universe, through which He expresses His eternal purposes, meaning, creativity, and loving care...
>
> [Faculty Handbook]

The work of the college proceeds from this basic position; it is highly unlikely that a person would apply for a position at Greenville without being aware of the evangelical Christian orientation of the college. But, should prior knowledge be limited, during the two days a prospective faculty member is on campus, he or she is confronted by clear statements of the nature and orientation of the college. Indeed, most of the faculty participating in the interviews, when asked why one might take a position at Greenville, stated that it was matter of "being led" to this institution and that "this is where God wanted me to be."

The sense of community/family is reinforced when one accepts the appointment and moves to Greenville. Case after case was cited to illustrate how members of the Greenville family are on hand to greet, to aid in the moving, even to paint, help furnish homes, provide meals, and take care of children. One person recalled arriving with little or no furniture to find that in a few days virtually all of the necessary items had appeared in the house. For another family, an automobile broke down within a few days after they arrived. When it was found that the automobile was beyond repair, a few days later one of the faculty members came to the home with a set of keys to a car that the faculty had together contributed funds to buy and present to the new members of the "family." In such ways new members of the Greenville faculty are inducted into the general fellowship.

Then, what may be identified as a series of rituals comes into play—activities to emphasize again and again the sense of membership in this culture. As the Faculty Handbook states, "The first responsibility for the college faculty in the fall is the annual fall fellowship, ordinarily held in late August. This activity serves as an orientation period for staff members, both new and old." Over and over this fall fellowship was noted by faculty members as a high point in the year's activities. The program takes the form of a three-day retreat away from the campus. Wives and husbands are expected to participate, and the college pays the cost for the faculty member and one-half of the cost for the spouse. It is a time "to be yourself," the participants report—and this seems to mean that mixed with the serious planning discussions are periods of recreation and fun and games. At the retreat, held over a weekend, Saturday evening is a time for singing, speaking, praying, and, as one person said, "personal sharing." The three days appear to be a singularly effective way of bonding members to the college community. A January mid-winter workshop involving all faculty, but held on campus, is a similar kind of occasion but is of shorter duration.

The academic year begins with an all-college convocation, the first chapel service of the fall. Another convocation begins the January term. The fall convocation, and perhaps the winter event, includes an academic procession to dramatize the nature of the event. Additionally, in the fall the faculty hold open house for new students during the orientation week. During this week there is also an all-college picnic, another occasion to join a "family" activity. Later in the fall, all faculty members are expected to participate in an all-college hike, another occasion to "establish informal relationships with students."

There are two weekends in the year for special activities for returning alumni—homecoming and commencement. In the spring, on the Saturday afternoon of the commencement weekend, there is the Ivy-Cutting Ceremony. Established in the early 1900s, a tradition has been maintained in which graduates, assembled in silence in a large circle, are linked by a long strand of ivy. The president, in the center of the circle, cuts the ivy connecting members of the class to symbolize the movement of the class away from the campus and into the larger world; yet, each retains a part of the ivy to emphasize that he or she also keeps part of the common experience throughout future endeavors.

With these and other rituals, the sense of group identity is reinforced throughout the year for faculty and students. Chapel services are held three times a week, vesper services each Wednesday evening, and Bible study groups are formed. Faculty and students are expected also to participate in the activities of the local churches.

The president holds four all-faculty dinners during the year and on these occasions "shares ideas," as he describes the event. The trustees at the spring meeting of the board on commencement weekend host a faculty-trustee dinner to include faculty members and spouses. There appears to be a significant amount of opportunity for faculty members and trustees to meet and to discuss the affairs of the college.

In such ways, throughout the year, the Greenville College family/community develops and maintains a sense of unity, and members mutually participate in reinforcing this sense.

Because the terms "family" and "community" were used in almost every conversation, persons were asked to define just what was meant by the terms. The following are the elements that were most often noted:

1. The physical setting, both in terms of the campus and the town, contribute to a sense of togetherness. Faculty members live near the campus, often take meals in the college dining room. (There is a greatly discounted meal ticket available to faculty members and their families—to encourage them to come to the college dining room.)

2. There is a great amount of interaction, personal and non-professional, that cuts across denominational lines (although it appears that if persons are not members of the Free Methodist Church, they are affiliated with evangelical church groups).

3. Members of the faculty have a sense of responsibility for one another and for each other's children. Many of the faculty children attend Greenville. In many ways the community has taken on the characteristics of an extended family.

4. The college itself employs many techniques (including the group meetings mentioned above) to foster a sense of community.

5. Probably the most basic factor is the sense of identification with the mission of the college and acceptance of the value system of the college.

6. Roles on the campus are blurred in the sense that the distinction between administration and teaching is intentionally downplayed. All members of the community are "faculty," and being a faculty member is not only to be involved in teaching or administration but to be involved in campus community life.

7. There is a great amount of genuine participation in the decision making on campus. Members of the community think of themselves as having a stake in what happens at Greenville, be it matters of curriculum or general institutional policy.

Greenville is also a place of tradition, and the emphasis is upon teaching. A number of buildings bear the names of teachers. These were the "great" teachers, great because they embodied the mission, the image, the values of Greenville College. Some of the senior members of the present faculty are already being referred to as the next generation of the "great teachers" of Greenville; these are the people who have become the role models for the contemporary students and who best exemplify the ideals of the college. That the campus community even thinks in such terms is another indication of the value system, the emphasis upon teaching, and concern for the mission of the college.

The Faculty Council, as the representative body that deals through its committees with so many of the policies and procedures of Greenville, has built into its process an open forum halfway through each session, a time when any member of the faculty may present ideas or concerns. The Council has a large number of committees, and every faculty member seems to be on at least two standing committees. The channels for communication are open.

Greenville College is an institution in which the organizational culture plays a decisive role. Established on a set of values with a religious underpinning, the community has also created activities that strengthen the bonds that unite this particular campus community. The structure is effective for Greenville, but it is not clear how much of this environment and how many of these activities (rituals) can be translated to other institutions. The principles are clear, however. Members of the family/community are carefully selected, immediately made to feel part of this community of interest, and, through various events, the sense of community and identification is reinforced.

Life at Greenville is not entirely idyllic. Families in any society have disagreements and squabbles, and Greenville has its share. But the community manages to close ranks and to get on with business. At the time of the site visit, discussion was lively and opinions were different regarding whether intercollegiate football should be brought to the campus. An agreement finally was reached that the sport should be introduced. Some members of the community basically disagreed, but once the matter had been aired and a decision made, they were prepared to "go along." *The Chronicle of Higher Education* for November 4, 1987, months after the site visit, reported that Greenville had won its first game of intercollegiate football before a capacity crowd.

The intense togetherness also causes persons to feel the need, as some stated it, to get away for a time. The campus of Southern Illinois University at Edwardsville and the city of St. Louis provide "escape hatches." And the college has great flexibility in allowing faculty members to take leave, to go on special assignments—even though funding is generally a matter for which the faculty member must take responsibility. Some members of the community also suggested that with a high degree of homogeneity and agreement on values, it is not always easy to bring about significant changes in practices on the campus—although every individual interviewed protested that there is no restraint on academic freedom within the overall value system of the college. Tradition is a binding force and in the worst possible case can also be a restraint. At the moment, however, Greenville seems to have achieved a comfortable balance.

■ LEADERSHIP

Five administrative officers report to the president and constitute the leadership team of the college—vice president of institutional advancement, vice president for academic affairs (and dean of the faculty), a dean of student development, a dean of admissions and enrollment, and a business manager/treasurer. As already noted, all administrators are also identified as "administrative faculty" and participate fully as faculty in any general faculty meetings.

The two persons having key responsibilities for the shaping of the academic program are the president and vice president for academic affairs. Both are involved in all faculty appointments as well. The procedure followed by the president in the interviews has been described; in very clear and direct ways he portrays the community to which a new appointee is being invited. During the fall retreat, the mid-winter retreat, four all-college dinners, and on other occasions the president makes major presentations outlining the mission of the college and brings persons up to date on developments relating to the college. The current president describes his role as caring, concerned, personal, and having the responsibility for exemplifying the mission of the college.

The vice president for academic affairs works directly with the faculty; sees himself as having a facilitating, operational role; and reserves the right to reject faculty proposals—and on some few occasions has done so. But, for the most part, the current vice president for academic affairs seeks to administer by personal influence and direct discussion.

For both administrative leaders the role appears essentially to be participative, facilitative, and supportive. An elaborate committee structure for the college involves every faculty member on two or more committees or councils. The checks and balances apparent in the decision making place considerable influence in the faculty community, and the leadership process reflects the general organizational culture prevailing at Greenville. Clearly, the final decisions on many issues are in the hands of the president and vice president for academic affairs, but the administrative style is one of reaching consensus rather than of directing from the top down. Although it would not be impossible for a more directive leader to take charge of the college, ready acceptance of such a style of leadership is unlikely; such an approach would be contrary to the general climate/culture that has developed over the years.

The college prides itself on stability. Innovation is generally in response to obvious needs, and the response is more likely to be in the form of modification and adaptation than in striking out in new directions. The college accepts, for example, that students are increasingly interested in business and applied areas, but it manages to instill its distinctive sense of service and responsibility in these programs.

Organizationally, the college has adopted divisions in lieu of departments, but this is not out of a sense of innovation. It is more a way of recognizing the need to have larger forums for faculty discussion than the two- and three-person departments allow. Curricular changes are modest, in large part being rearrangements of courses, not new sequences. The college has developed work in computer applications and has a well-organized computer laboratory—but both are responses to the general movements in higher education rather than the initiation of new programs.

The leadership at Greenville contributes to faculty morale/satisfaction, but within the institutional culture as it has developed. The president is accessible and is viewed by the other faculty as one who has their interests at heart. The vice president for academic affairs is actively involved in discussions and planning—as an administrative faculty member. Board meetings become times when spouses of board members join the spouses of faculty in programs and in which the board members participate in general gatherings with the faculty. Board members are included in the general image of the Greenville "family."

Perhaps as revealing as any other matter is the naming of buildings after the faculty members who have been seen to exemplify the spirit of the college rather than attaching names of administrators or donors—although faculty who have become administrators or whose families have provided modest funds to assist in renovation are among those so honored. It is less the great leader and more the teaching faculty/administrative faculty "family" that sets the tone for Greenville.

■ FACULTY DEVELOPMENT

The college provides some modest assistance to faculty to promote growth and development, but given the limited resources available for such activities, a faculty development program of major proportions is not a key element in creating and maintaining high morale/satisfaction. The Faculty Handbook states that the college "is especially concerned to see that each faculty member continues to grow professionally and maintains a deep interest in the development of his own special field of study." To this end, a sabbatical leave program (typical in providing half-salary for a full year and full salary for a half-year) is in effect, but limited to two or three persons per year. On the other hand, the college has been generous in allowing persons to take extended (more than a year) leaves without pay. One person recently returned had spent two years in the Peace Corps and additional time in related activities—and is now back as a full-time faculty member.

A college-maintained Professional Improvement Allowance can be used for assistance in paying professional memberships, buying journals and books, attending professional meetings, and pursuing graduate study. The maximum available in any one year for these purposes is $300 (a maximum of $125 for memberships, books, and journals only). For one undertaking graduate study, the maximum can be increased to $350 for the graduate study itself—with nothing remaining for the other items.

Through the Christian College Consortium the faculty can secure additional funds for developing programs, attending workshops, or undertaking special projects. What we observe is an inventive faculty that manages to stretch modest funds to accomplish a great deal. Persons attend a large number of local professional meetings but rarely get to meetings at distant cities. Yet, by combining their individual resources, persons do write books, publish articles, and develop special projects.

A Faculty Peer Evaluation Committee carries on a five-year cycle of review of each faculty member. The committee acts in a way to encourage and assist faculty members and seems less an evaluation than a support group. An internal study of the effectiveness of the committee found faculty members characterizing the committee as courteous, encouraging and helpful, professional, valuable, and impartial. One incident recounted related to one of the faculty who was judged to be less than effective. The committee was quite frank in indicating that this person needed help—and then proceeded to provide that help. Efforts were made to provide tutoring in teaching and to videotape classes and critique presentations. The group worked with this person for two years and finally decided that the individual was not qualified to teach at Greenville. The faculty member was released, and the community as a whole approved of the action.

The Fall Fellowship, referred to earlier, is an instrument for reinforcing the concept of "family" and serves as a general support program. In these and other ways support is provided, but Greenville does not have a well-funded or elaborate faculty development program. The program is rather an expression of the general culture of the institution and reflects the underlying concerns and efforts of the community as a whole.

■ RECOGNITION AND PROVISION FOR DIVERSITY AMONG FACULTY

Although faculty members report they have all the freedom they desire in pursuing their interests and in developing their own programs and approaches, there is a high degree of homogeneity in interest and orientation within the "family." A faculty survey reported in the 1985 self-survey for the North Central Association of Schools and Colleges found that when questioned about academic freedom, those at Greenville responded, "No one limits what I do. I am trusted," and "I work within appropriate boundaries of good judgment." In interviews during the site visit, the same sentiments were expressed. Generally, a pattern of life is acknowledged by all members of the community, and all persons willing to conform, to accept, find it comfortable. Within this general pattern of life, faculty members express the feeling that they are free to build their own interests and individual strengths. Indeed, persons are encouraged to develop their full potential—within the life style that characterizes and is acceptable within the "family."

■ RESOURCES

Over the past decade Greenville has experienced enrollment decreases; one-fourth fewer credit hours registered and approximately 20% fewer full-time students. Approximately 70% of the educational and general income is derived from tuition; fluctuations in enrollment impact immediately upon the fiscal resources. In the recent past the college has managed to close each year with a balanced budget, but the balance has been achieved largely through cuts in expenditures in some areas and permitting no increases in others. Departmental budgets have been reduced and expenditures controlled. The decision has been made to live within the resources available, to retrench as required.

The limited resources have kept salaries at a low level and have curtailed some departmental efforts. Student recruitment efforts have been increased, a modest drive for endowment is under way, and efforts to attract more gift income have been increased. The commitment has been made that, if more income is realized from any of the sources, one of the first steps to be taken will be to improve faculty salaries.

With few exceptions, faculty members, both in the response to the CIC questionnaire and during the on-campus interviews, refer to the need to increase salaries. At the same time, the commitment to the college remains at a high level. It is almost as though, in the face of limited resources, the community has closed ranks and has increased its determination to work through the present difficulties to a better future. The morale remains high, not because of the availability of resources, but in spite of the problems.

■ COLLEAGUES AND STUDENTS

The orientation of the faculty is clearly "local" and not "cosmopolitan." In keeping with the general image of "family" so prevalent on the Greenville campus, faculty members find their associations with others on campus and only to a limited degree are they outwardly oriented. Any outward orientation seems to be within the institutions of the Free Methodist Church or a general group of evangelical colleges. There has been a fair amount of crossover between the colleges of the denomination, and a number of Greenville faculty members have served in other Free Methodist institutions. Those who have held faculty positions in other than Free Methodist institutions are either members of the church or within the evangelical tradition. The college's membership in the Christian College Consortium involves faculty in programs and projects with other colleges within the evangelical tradition.

Under the resource constraints, faculty members tend to attend professional meetings within the state or region. A few of the faculty have established and maintained contact with their national disciplinary or professional organizations.

Clearly oriented to teaching, faculty members find support and reward in their work with students. From both students and faculty the response is that faculty give unstintingly to their teaching and to helping students in their work at Greenville. Students are part of the Greenville "family."

■ FACTORS OUTSIDE THE COLLEGE

The population of Greenville is just over 5,000. The college seems clearly to have established an important role in the affairs of the town; faculty members serve on town and county committees, participate in the town government, work with local health and social agencies. Recently, at the initiative of the college a new health and exercise facility was constructed across from the college playing fields—both of which are some distance from the campus. Designed for use by the college students, the facilities are also available to townspeople as a gesture of the involvement of the college in the life of the town.

Faculty members typically live within a mile or two of the campus, and the college life seems in many respects to extend into the town itself. For faculty members, living in such close proximity to the campus and within a small, essentially rural setting, life revolves around the campus, the interface of the campus with the community, and the local church and its activities. With few, if any exceptions, faculty members are deeply involved in the local Free Methodist or other churches in the community. According to responses on the CIC questionnaire, one of the ways in which faculty members say they would employ additional time, if available, would be to devote more time to the work of the church.

St. Louis is just over an hour's drive from Greenville, and accessibility to a larger city—the universities in St. Louis and the cultural opportunities—is an important factor in the life of the faculty members as well. At the same time that all expect to be deeply involved in the college community, many stated during the interviews that because of the intensity of the involvement on campus one must have an opportunity to get away now and then; access to the larger city is important. The Edwardsville campus of the University of Southern Illinois is less than 30 miles away from Greenville and provides another opportunity for faculty to move into another environment. The Greenville faculty members have access to that library, an important supplement to the campus resources.

In many ways the geographical setting of the college reinforces the campus culture; faculty members are forced to remain in close proximity and find it natural to draw upon one another's resources. Life centers on the campus and its activities. Distractions are few. The life style of the town is compatible with the values of the college.

Faculty Career Orientation and the College

Faculty members have indicated for the most part that they expect to live out their vocations as college teachers and as members of the Greenville faculty, and that there is virtually no inclination to move from the kind of college Greenville is to a larger, more complex, research-oriented institution. There is little apparent intention to move from teaching to administration. There is a remarkable degree of congruence among the hours spent in various categories of activity on the campus, the amount of time one ought to spend, and the time one would like to spend. Exceptions are that faculty members say they spend more time in scheduled office hours than they think they ought to spend and would like to spend and that administrative work takes more time than they think they ought to spend and more time than they would like to spend. Committee work also appears to absorb more time than would be desirable. There is great congruence between the degree to which faculty are involved and think they ought to be involved in decision making. There are only minor discrepancies in faculty thinking about the way in which they think they should be evaluated. Indeed, in most measures of how the college operates and how faculty think it should operate, the extent of agreement on both aspects is high.

Summary

The critical element in maintaining high morale at Greenville College appears to be the commitment of faculty, administration, and students to a more or less common set of values. The organizational culture is informed by these values, rooted in an evangelical Christian tradition. In turn, through a regular pattern of activities, observances, and rituals the members of the college community reinforce the commitment and sense of "family" that so permeates the institution. Within the basic commitment individuals find themselves able to work out their own patterns of activity. This is not an institution of bland sameness, but it is an institution in which commitments are made and a sense of service prevails.

One can learn from Greenville the binding and bonding effects of a set of values and a reinforcing and supportive organizational culture. The particular combination of elements that characterize Greenville may not be reproducible at other institutions, but the recognition of the importance of a set of commonly held values and the importance of consciously developing reinforcing and supporting experiences can be made a part of other institutional settings.

One might be tempted to say that it is because of the high degree of congruence that morale is high, but the opposite may be the case; i.e., because morale is high, faculty find high degrees of congruence between what is done and what they think should be done. High morale grows out of identification and commitment.

LENOIR-RHYNE COLLEGE
Hickory, North Carolina

ALLEN P. SPLETE

CASE STUDY TEAM: *Allen P. Splete, with Ann Fender, Elizabeth Hopkins*

Lenoir-Rhyne College is affiliated with the North Carolina Synod of the Lutheran Church in America. The college has approximately 1,400 FTE students and a full-time faculty of 94. In its statement of purposes, Lenoir-Rhyne includes "striving for academic excellence" and "being a learning community founded to engage liberal culture and Christian principles." During the site visit, Lenoir-Rhyne College exhibited the high faculty morale and satisfaction depicted in its written survey response. A very positive climate exists on the campus. An atmosphere of trust, openness, and fairness was mentioned by all those interviewed. There is confidence in the president and vice president for academic affairs. Their effective leadership was cited often. The faculty appreciate the administration's willingness to share information. They are looking ahead instead of dwelling on concerns of the past where the insecurity of dealing with retrenchment had created a situation of low morale that dampened enthusiasm. The faculty believe their views are heard and that they are consulted with an understanding that the latter does not necessarily mean their opinions will result in the hoped-for decision. "Integrity" and "respect for one another" were words often repeated.

■ ORGANIZATIONAL CULTURE

There is a distinctive culture evident at Lenoir-Rhyne, and this is perpetuated in the activities of the people who make up the community. Programs and traditions are tailored to reinforce a sense of belonging.

The faculty at Lenoir-Rhyne perceive themselves as a "family" in addition to being a community of learners. They take great pride in their ability to argue intensely with one another and yet display no individual malice once the debate has concluded. Faculty members show genuine interest in each other. The term "caring" is one that manifests itself in the daily activities of the college. The president's desire to work in a "truthful" atmosphere has led to a feeling that hard decisions will be laid on the table and the rationale for them explained. Such a feeling manifested itself in conversations with a variety of individuals. As long as there remains a high level of mutual respect and sharing of important information, many believe that almost any difficult situation can be resolved. The manner in which a financial freeze was communicated in a town meeting setting by the president served as an example of the above policy in practice.

Despite the faculty identification of Lenoir-Rhyne as a liberal arts college, the relatively large size of the professional division seemed not to be a source of discontent. Faculty at Lenoir-Rhyne appear to have been able to weather the shifting enrollments from the liberal arts to professional courses without apparent rancor. The liberal arts core is perceived as strong enough to maintain a quality program by concentrating on its content. Healthy debate centers on the size of the liberal arts core, not its existence. The long-standing professional areas of business, education, and nursing are all eloquent supporters of the liberal arts. Faculty in these areas believe their graduates are better because of the strong liberal arts preparation. Mutual respect and understanding between the traditional liberal arts and professional programs have been very positive factors in maintaining a high level of faculty integrity. Professional programs have been accommodated based on the necessity for their being. Most debate "over professional programs" or "in this area" centers on the number of credit hours for graduation and how they are to be distributed.

Many faculty at Lenoir-Rhyne come by their institutional loyalty because of previous experience at small liberal arts colleges where they attended or other members of their family were on the faculty. Faculty choose to work at a place where the values they cherish are an integral part of the stated mission of the college; such is the case at Lenoir-Rhyne. Smallness is also seen as a prized commodity. Faculty want to know each other and teach a variety of courses. In the words of one administrator, "Lenoir-Rhyne combines the happy coincidence of teaching as an attraction with autonomy to do what you like." Most of the faculty expressed a sense of shared mission about their role at the college, which seemed to provide cohesiveness. Even if they sometimes disagreed about the methods, they did not seem to doubt the value of their joint purpose. Even if discomfort—low pay, heavy work-loads—accompanied the accomplishment of that purpose, the discomfort seemed sufficiently shared so as not to cause undue antagonism. There is a genuine sense of shared mission accepted by faculty and administration, which is reaffirmed by the president and the dean. A grass-roots effort at how to better achieve this mission is under way. There is a belief that a joint plan, even "our plan," is beginning to emerge.

Although some fear faculty burnout, extra effort is seen as imperative lest the college become a lesser place. Work was mentioned as "fun," with "fairness of treatment" for individuals an accepted part of faculty life. The job of teaching is seen by faculty as "their life," with many spouses working to allow such a high level of commitment to maintain itself. In the words of one faculty member, "we are here to serve the students and this spirit has carried us through some tough times."

Families commit themselves willingly to the mission of Lenoir-Rhyne and often are very religious and spiritual in orientation. This provides for an unusual degree of community unity. Religious roots manifest themselves in faculty acceptance of the fact that the spiritual is important at Lenoir-Rhyne. The lack of having to conform to a dominant religious posture is viewed as positive. Faculty enjoy and respect the freedom that is associated with the opportunity to demonstrate or profess one's belief in accordance with their own personal faith. Although many referred to the tie to the Lutheran Church, the team did not really find that it was a specific denominational tie narrowly defined that sustained the sense of mission present, particularly among the younger faculty. However, the church relationship does provide the general values of caring and concern that appear to permeate the entire college. This shared sense of values allows faculty to focus on teaching in a secure environment, one in which they are comfortable. It also permits them to talk about issues, knowing that the moral aspects are part of their approach in discussions with students. For some faculty, the ties to the church do represent a sense of calling. But faculty recruited in recent years have been more committed to the small, church-related liberal arts college than to relationship with a specific denomination.

The Faculty Executive Committee members cited the following items as contributing to the current state of positive morale: openness between faculty and administration and each other, a willingness to share budget information, trust in a sensitive dean, a collective spirit of being there to serve students, enjoyment of the democracy practiced on campus, a belief that a meaningful sense of the importance of spirituality exists within the community, and belief by the majority of the faculty in a higher calling—a job worth doing.

Division heads reinforced the above expressions by adding the following reasons why Lenoir-Rhyne was a good place to work: shared values, a conviction that the college was meeting a need, opportunities for social interaction with other faculty, religious focus, student and faculty diversity, and size. Tolerance, freedom of expression, and supportiveness for divergent views are seen as virtues. The fact that there is real "status" in being a faculty member within the Hickory community was reinforced as an added attraction.

Department heads at Lenoir-Rhyne conveyed a sense of strong kinship fostered by the need for cooperation and understanding, rather than a willingness to take advantage of an area experiencing difficulty. Such actions foster good will that strengthens the bonds of community among faculty. There appears to be a feeling that faculty control their destiny. They are comfortable with an emphasis on competent teaching. Dedication to institution over discipline is seen as the prevailing attitude.

There exists a unique local pride that professes that Lenoir-Rhyne is more than a workplace, it is a "way of life." In the words of a business professor, "teaching is the noblest of all professions." Faculty members, time and time again, in different settings, expressed high regard for one another as professionals and in their personal integrity as fellow teachers. Faculty appreciate students, enjoy friendships with one another, and express the belief that they are investing in the lives of others. The message from the administration, which seems to guide faculty and their teaching, is "be alive and stimulate" those you teach.

A need for more sabbaticals, concern over the necessity for overload teaching, and quality control in evening programs reflect genuine faculty interest in not compromising on the desire for improved academic stature. Being forced to teach to the middle of the classes' ability was seen as difficult but accepted as necessary.

The trustees at Lenoir-Rhyne are concerned about faculty salaries and are committed to improving the academic environment of the college. The current bishop of the synod is a former professor at Lenoir-Rhyne and very supportive of faculty activities.

■ LEADERSHIP

There is a new tone of academic excellence at Lenoir-Rhyne. Both faculty and students have responded to a presidential call for an improvement in academic standards. The president's desire to improve the academic image of the college has been taken to heart by key constituents in spirit and word. Students endorsed the president's challenge to work harder, and the faculty are making courses more demanding with higher expectations for students. The adage of "don't rock the boat" for fear of losing students is no longer prevalent. An assumption of greater motivation by students and an expansion of the number of honors courses represent tangible steps taken to reinforce this dedication to academic excellence. In athletics, the president has taken the lead to have academic standards in the college's football conference raised. There seems to be a shared sense of vision that the college is embarking on a crusade to become a place of high quality by moving itself up a notch in the eyes of the higher education community.

The current state of high morale can be attributed partially to the strong administrative team in place. The president and the dean of the college are dynamic. They know how to make people feel good about themselves and what they are doing. The president is positive, sincere, and a good advocate for the college. The dean is honest and direct. He is seen as a colleague who understands faculty needs as well as the person charged with making hard choices. Faculty sense supportiveness in relationships with both. These factors, coupled with a healthy economic outlook and stable enrollment, have added to a sense of confidence about the future. This crucial leadership team effectively conveys an institutional sense of purpose, essential to the upbeat mood at Lenoir-Rhyne.

The president comes out of a faculty-centered background and can appreciate the faculty point of view. This has made his open-door policy very meaningful. It is fair to state that his administrative style has made a difference in the faculty feeling a part of the future in new ways. He has been able to overcome past feelings of anxiety and replace them with reasons for hope and optimism. The current mood represents an upbeat moment in the history of the college, one filled with anticipation.

The president has chosen to share more responsibility with faculty by creating a new faculty-administrative council. Faculty are members of the steering committee associated with long-range planning. A long-range planning document is being completed, and a new capital fund-raising effort is in process. It is expected that the latter will provide the resources necessary to make the aspirations associated with academic excellence a reality in the future. Faculty are in a period of "watchful waiting" in this regard but believe the future will see marked improvement. Believing that a change for the better can take place underlies the current state of morale. The college has reached the point where finding the dollars to make excellence a reality is the crucial next step.

Some might say that academic excellence was at this institution all the time, waiting to be discovered when the right leadership and set of circumstances presented themselves. Whether that is the case or not, the agents of change must bring the process of transformation into being. Leadership can and does make the critical difference. Good news is shared and believed. It is used to build upon. A genuine appreciation for faculty by administration manifests itself in a number of small ways. The "thank yous" for jobs well done have had a great impact.

FACULTY DEVELOPMENT

Faculty seem contented with current opportunities for professional growth and development. They are encouraged to renew themselves. There is a realization on the part of faculty that publication is not necessary to receive tenure and promotion. Faculty know, however, that they are expected to stay current in their disciplines and must do so to be effective teachers. They feel it is a professional obligation to "keep up" with the discipline. Loyalty to the college rather than to the discipline does affect the way faculty go about their business. The traditional research mode does not dominate faculty development. Most faculty sought out Lenoir-Rhyne because it stressed teaching, professed values compatible to their own views, and allowed them a chance to work closely with students.

Faculty not interested in campus governance are viewed as those who truly are not interested in spending their time at meetings. Perhaps this condition can be traced to the fact that the faculty have deliberately set out to create a feeling of inclusiveness that prevents the formation of a significant minority component in the faculty. Mutual respect among faculty is cherished, and there seems little likelihood of a single group of faculty dictating policy.

More faculty seem interested in scholarly activity than one might suspect. Balancing personal development and student needs creates tension as faculty strive to keep a sense of being professional. As we have said before, scholarship and research seem to imply not publication, but rather activities that keep the intellect honed and the person aware of trends in his or her discipline. Bringing current knowledge into the classroom is important. Conducting a little research to complement teaching appears to be the current pattern and seems acceptable given time constraints and work-load.

Research might be perceived as a hobby by some since little can be done during the regular semesters of the academic year. Attendance at summer institutes is a popular form of keeping up and is used by many. There is a feeling that, by and large, faculty do remain current with their disciplines. Most faculty believe there is enough flexibility present to allow individual strengths to be developed. Not unlike other colleges, there is concern about the activity level of full professors secure in their tenure. Faculty growth, rather than faculty development, might be an appropriate term to be used in describing current activities.

Faculty are pleased with the number of sabbatical leaves available and the fact that the college will pay for trips to conferences. Administrative "carrots" have been received positively. Sabbaticals have been used to create piano compositions, travel in relation to disciplinary interests, work on interdisciplinary texts, develop programs within departments, write novels, finish degrees, and read. In addition to the sabbaticals, which are viewed as the bread and butter of the faculty development effort, the following are viable supplements: stipends analogous to NEH grants for summer study or research with dollars being equal to summer school pay, and released time during the regular semester. When special opportunities arise, the president and dean encourage faculty attendance at a variety of programs and find dollars to support participation.

A new committee on faculty development has been proposed to help develop new teaching methodologies. There is an annual faculty retreat in mid-May that is a major campus event. This year a newly developed mission statement will be discussed to be followed by departmental establishment of goals at the micro-level. The Hickory Humanities Forum held in May is completing its sixth year in 1987 and offers an unusual opportunity for faculty to renew their ties with the essence of the liberal arts through stimulating speakers and discussions. Weekly forums are held for faculty and students during the academic year as a means to encourage pursuit of academic interests.

The existence of faculty development funds is very much an asset. About 10% of the faculty will be involved in this activity in 1987–88. The president is interested in implementing a merit pay program and is aware of the need to build confidence that the assessment will be fair.

The college's faculty handbook indicates a periodic evaluation of both tenured and non-tenured faculty. Thus far it appears that the caring environment has permitted sensitive and constructive delivery of the message that improvement was needed. More critical evaluations than now conducted could lead to new strains. There are no absolute limits to the number of tenured faculty. Questions related to evaluation are now linked to a proposed merit pay plan that the president is advocating. Many are skeptical of the effort given the difficulty of conducting objective evaluations.

There is real concern about the faculty commitment to sustain the evening division program of the college. Seventy percent of the courses are taught by regular faculty on an overload basis. Faculty use such activity to supplement salaries but worry about quality control if outsiders are used. Faculty enjoy teaching the students enrolled in these courses and are stimulated by them. Participation in the evening does take its toll since there is little breathing time between classroom sessions on many days. Once again the faculty have been willing to go the extra mile to support the college's efforts in this area. They are aware of the importance of serving the needs of the non-traditional student and remaining active in this student market.

■ COLLEAGUES AND STUDENTS

Faculty are drawn to Lenoir-Rhyne to teach and perceive themselves as teachers. They pride themselves on knowing their students. Students are very caring, and the faculty enjoy them. Students appreciate the faculty for their intellectual skills as well as the personal traits that brought them to the college. Both faculty and students tend to see each other as friends.

Faculty see their work as developing students to their greatest potential without regard to preparation and ability. There is joy in finding a "diamond in the rough." Such attitudes give the term "value-added education" real meaning. One teacher stated that knowing that something said in a day "really mattered" was the emotional reward that kept one going. Students want to be remembered by their teachers after graduation.

Students have accepted the president's challenge of raising their academic sights, and faculty have welcomed the challenge to be more demanding. Students have been informed that more academic rigor is part of the institution's plan so that expectations are not misleading. Honors programs have grown, and students sense that better students receive more time and attention than in the past. Faculty are assuming a higher level of student motivation than in the past. They encourage sound study practices for the students; the introduction of freshman seminars has been useful in that regard. An annual leadership retreat for students has been conducted for the past five years. It is seen as a very important student development effort that often involves many honors students.

■ FACTORS OUTSIDE THE COLLEGE THAT AFFECT MORALE

Another unique factor in the high faculty morale and job satisfaction has been the acceptance and respect tendered to Lenoir-Rhyne faculty by the community of Hickory, North Carolina. The college is strong and very visible. Nearly every faculty member interviewed mentioned this public recognition. When faculty receive the same respect for their profession off campus as on it, morale is reinforced in a dramatic fashion. The extensive involvement of faculty in community affairs and the use of campus facilities by members of the non-campus community for meetings, recreation, and concerts play a major role in maintaining a high level of community-campus cooperation and visibility.

The Cromer Center is seen as a community center, and dollars were provided by the community to help build it. A real sense of ownership of the college exists within the community. The resources of the region are being shared with Lenoir-Rhyne because there is a real appreciation for the role it plays in enhancing the life of Hickory families, not just college students.

Hickory, a city of 20,000 people, has been designated as an All-American city. There is an enormous amount of wealth in the immediate area as can be evidenced by the fact that the city boasts a symphony, ballet, choral society, community theater, and museum. These activities add excitement and provide avenues for faculty to use their talents in a number of ways throughout the year. Both town and gown profit from this cultural exchange.

■ SUMMARY STATEMENT

The faculty at Lenoir-Rhyne have found their expectations about teaching fulfilled in their experiences at the college. They came to Lenoir-Rhyne wanting primarily to teach and be a part of a community whose values they share and this has happened.

If they have had surprises, they [illegible] ..erally been pleasant o[illegible]. Whether newer faculty will have the same experi[illegible] of fulfilled expectations r[illegible]ns to be determined. Certainly, however, a good [illegible]ch appears to exist betwee[illegible] titutional purpose and individual values.

The following are the major reasons f[illegible]gh faculty morale and job [illegible] isfaction at Lenoir-Rhyne College as evidenced d[illegible] the case study team's vis[illegible]

- A sense of shared mission.
- Confidence in leadership based on trust [illegible]
- Acceptance of the prominent role of teachi[illegible]
- A clear understanding of what research mean[illegible] aculty.
- The existence of funds to support faculty development and personal growth.
- Strong support and recognition for faculty within the Hickory community.
- Mutual respect and understanding between liberal arts faculty and those in the professional divisions.
- A belief in the future based on current stability, and the promise of enhanced academic excellence made possible by adding financial resources.

NEBRASKA WESLEYAN UNIVERSITY
Lincoln, Nebraska

ROGER G. BALDWIN

CASE STUDY TEAM: *Roger G. Baldwin, with David Whitcomb*

Nebraska Wesleyan University (NWU)recently celebrated its centennial year. This liberal arts institution affiliated with the United Methodist Church has the appearance of the idealized small college. The 50-acre campus is located in a residential section of Lincoln, a city of nearly 200,000. Architecturally, the college is a pleasant blend of tradition and progress. Old Main, the institution's original building, stands as a symbol of Wesleyan's heritage and long-standing commitment to liberal education. In contrast, the array of campus buildings constructed since 1965 reflects the vigor and forward movement that have characterized the university in recent years.

Nebraska Wesleyan enrolls 1600 undergraduate students in a wide range of liberal arts disciplines and selected professional fields such as business management, education, and nursing. It offers both associate and bachelor's degrees. Close to 120 full-time and part-time instructors comprise a diverse faculty that possesses a clearly articulated mission. A "Faculty Declaration of Educational Intent" states precise objectives for undergraduate education at the university and leaves little question about the priorities of the institution. In recent years Nebraska Wesleyan has received favorable national publicity in publications such as *U.S. News and World Report*. In 1987, the university was moved by the Carnegie Foundation for the Advancement of Teaching to classification as a Liberal Arts I institution. The college catalog proudly notes the increasing recognition that Wesleyan's program has been receiving. The same sense of pride seems to pervade this Midwestern campus. Members of the Nebraska Wesleyan community are happy to be affiliated with a higher education institution that is moving in a positive direction.

■ ORGANIZATIONAL CULTURE

Nebraska Wesleyan is a traditional liberal arts college dedicated above all else to effective teaching and learning. The preeminent values and goals of the university are articulated by the president and provost and widely recognized by all segments of the institutional community. Everyone we talked with on campus acknowledged that NWU is a teaching institution where research and scholarship are appreciated but not expected. The great majority of faculty members, even those who express considerable interest in scholarship, see themselves primarily as teachers and indicate commitment to NWU's principal mission.

The university is church-related rather than church-controlled. Hence, the sense of a powerful higher "calling" does not permeate the campus as it does, for example, at an institution such as Eastern Mennonite College. Professors appear to identify themselves first as NWU faculty members, but loyalty to their disciplines also persists. In fact, among the faculty some differing concerns and points of view seem to fall along disciplinary lines.

The dominance of NWU's teaching orientation appears in all aspects of institutional life. Faculty members are required to be effective instructors. They are expected to be available to students outside of class and concerned with students' overall well-being. Evaluation and reward policies reflect this value. Every course is evaluated every term, and an additional teaching assessment process is conducted by a faculty committee prior to tenure and promotion decisions.

Faculty members reported committing great amounts of time to improve the educational program. During a recent curriculum reform process, professors met regularly on Saturday mornings to work out their differences and craft a mutually agreeable program. This example alone is a strong symbol of NWU's commitment to quality undergraduate education.

A series of faculty awards is further evidence of the university's emphasis on teaching. Several Great Teaching Chairs and the Burlington-Northern Teaching Award all reinforce exceptional performance in the classroom.

In contrast, the limited amount of support for research and professional development indicates the secondary position of traditional (research-based) scholarship in NWU's value system. Professors receive a very modest annual stipend for travel. Supplementary funds for various faculty activities are available through the Faculty Development Committee, but the committee has an annual budget of only about $8,000.

Consistent with the university's teaching orientation is its concern with communication and its respect for individual opinions. Many faculty members described an open, flexible administration that genuinely cares about their points of view. Several said they would not hesitate to go to the president or provost to raise a concern. Many noted the good rapport that exists between the faculty and administration, rapport that apparently rests on mutual respect.

In sum, the clear values and reciprocal respect that pervade NWU's culture contribute to an environment that sustains morale. Faculty members know why they are there and what the institution values and rewards most highly. They work in an atmosphere of caring and trust and share a commitment to the institution's primary mission.

■ LEADERSHIP

President John White is unquestionably the dominant leader at Nebraska Wesleyan. Faculty, administrators, and students credit him with many achievements that have positively influenced morale. Yet curiously, leadership at the university is simultaneously participatory. Many members of the faculty, the board of governors, and university vice presidents also play important leadership roles. The outgoing provost is frequently mentioned as a major campus leader. He is described as a straightforward and accessible person whose foremost concern has always been the academic program. The board of governors, which has become more competent and influential during White's administration, also plays an important role in the life of the college.

The formal governance structure plus the faculty/administration relations possible at a small college give NWU professors a high degree of involvement in institutional policy development and decision making. Two elected professors serve as full voting members of the board of governors, and faculty serve on all board committees. Elected faculty leaders, not the president or dean, run faculty meetings. In addition, faculty committees and ad hoc faculty groups have an important role in brainstorming new ideas and shaping institutional academic policy. Several people mentioned that Wesleyan professors have high morale because they feel they are in charge of their own destiny. A board member attributed positive morale to the faculty's sense of importance and self-respect.

The diffusion of leadership roles at NWU suggests that President White functions as a facilitator and consensus builder rather than as a hero or autocrat. Over his ten years at the college he has initiated a series of incremental steps that have gradually strengthened morale. He has raised the endowment, increased salaries, beautified the campus, and expanded support for faculty development. He has stimulated dialogue within the community concerning important educational issues by bringing a national higher education leader (e.g., Alexander Astin, Warren B. Martin) to campus each fall to address the faculty. Likewise, President White has implemented a strategic planning process that helps to foster faculty confidence in the future.

White seems to have a clear sense of what Nebraska Wesleyan is and should be. Yet he acknowledges the very special role of the faculty in a higher education institution. Several people mentioned that he tries to keep professors well informed. Moreover, he moves slowly and deliberately and consults with his faculty before moving the institution in any new directions. Perhaps one administrator best capsulized the president's critical role in raising faculty morale. President White "set our sights higher," he observed. "We used to compare ourselves to [other Nebraska colleges]. When White came, he started comparing Nebraska Wesleyan to Grinnell [and other schools of that caliber]."

■ FACULTY DEVELOPMENT

Traditional forms of faculty development are limited at NWU. Though given only a gradual increase in faculty development support in recent years, this area may account for some of the college's positive morale. At present professors receive $150 per year for travel. Those giving papers at conferences may also apply to the Faculty Development Committee for additional funds. The resources available for faculty development are widely regarded as inadequate, yet the perception is that the situation is gradually improving. This conclusion may partially reflect the associate dean's efforts to inform professors of external grant and professional growth opportunities. It may also reflect the Faculty Development Committee's efforts to support as many applicants as it can. In 1986–87, 38 of 39 proposals received funding.

No special provisions are in place to meet the development needs of professors at successive career stages. Many people seemed puzzled by such an idea. Most indicated that special needs are dealt with on a case-by-case basis. However, a new policy requiring professors to take a sabbatical at least every ten years indicates concern about the special needs of a stable, aging faculty.

Some faculty development takes place outside the formal institutional structure at the initiative of small groups of professors. A writers group meets regularly to hear and critique members' poetry and prose. Likewise, a number of professors get together periodically to discuss their scholarly pursuits over dessert and coffee. A third group, focusing on the broad theme of academic excellence, has been meeting in conjunction with the college's centennial celebration to discuss common professional concerns. These opportunities to engage in collegial dialogue, like support for travel and sabbaticals, probably contribute to the NWU faculty's overall sense of well-being.

As stated previously, faculty members at Nebraska Wesleyan are first and foremost teachers. This dominant value is widely held by professors and administrators. Because of the expectation that professors' primary commitment is to effective instruction, other faculty roles and activities (e.g., research, involvement in disciplinary associations) are not strongly encouraged or recognized. In other words, there is not a lot of accommodation at NWU for differing professional orientations. "An active scholar who is poor in class would not be rewarded," the provost observed.

Within the parameters of the college's commitment to teaching, NWU does recognize individual differences among its faculty. However, no formal policies or programs are in place to aid particular faculty groups such as professors in the sciences or humanities or mid-career professors. Most accommodations to specific faculty needs or interests are made on a case-by-case basis. For example, the institution arranged for a married couple to take their sabbatical leaves together. Department chairs are able to manipulate such things as professors' schedules and work assignments. The provost seems to be especially well positioned to recognize faculty members' unique circumstances. He indicated that he spends a lot of time counseling individual professors and maintains a discretionary fund he can use to help meet their special professional needs. Competitive grants available through the Faculty Development Committee are another way Wesleyan accommodates professors' distinctive concerns.

■ RESOURCES

Resources are tight at Nebraska Wesleyan as they are at most tuition-dependent colleges. Yet a gradual increase in salaries, travel support, department discretionary funds, and faculty development monies in recent years all contribute to positive faculty morale. Faculty compare their current situation favorably to a brief period of retrenchment in the early 1970s when the positions of some junior professors had to be terminated. In contrast to that difficult time, they see an institution with a balanced budget, no debt, and increasing support for faculty.

The substantial growth of faculty salaries (one year the increase was nearly 15%) is probably the biggest resource factor in the morale equation. Faculty almost unanimously mentioned salary increases as one of the variables that has contributed to morale at NWU. They proudly report that the institution now has one of the highest faculty salary scales in the state. Yet improvements in other resources that aid professors' development and performance have also had a beneficial impact. They mention, for example, that $150 per year for travel is barely sufficient for a brief trip to Omaha. But they are also quick to mention that the situation is better than a few years ago when they had virtually no money for professional travel.

On the other hand, state-of-the-art equipment is one resource that appears to be quite deficient. In particular, science faculty mentioned the need for better equipment. Some funds are now available for individual departments to use at their own discretion for equipment purchases or to meet other departmental needs. Still faculty members see this amount of assistance as inadequate. If equipment needs are not damaging morale currently, they certainly could in the future.

■ COLLEAGUES AND STUDENTS

Morale also seems to be supported by a growing sense of community at NWU. Several people mentioned that the previous administration actively encouraged competition among departments. That competition coupled with the construction of several buildings encouraged the faculty to "form little huddles" around disciplinary and departmental loyalties.

The provost observed that competition has been played down in recent years. "There has been more coming together of the faculty over the last ten years," he noted. Now there is a "good collegial feeling."

A vital spirit of collegiality is visible in many aspects of campus life. A rather fluid "group" of professors from many disciplines meets daily in the snack bar for lunch and intellectual discussions. A visiting senior professor of religion has served as the catalyst for this stimulating dialogue that has brought together faculty who used to interact almost exclusively with others from their academic fields.

The ad hoc "Academic Excellence Group" is another example of faculty from a diverse range of fields convening to discuss college-wide concerns. Participants wish to continue some of the multi-disciplinary discussions generated by centennial celebration events. They focus on topics such as international education and the proper balance of teaching and research in a liberal arts college.

The NWU Forum series that brings the campus community together weekly to learn and exchange ideas is further evidence of a healthy collegial spirit. This spirit is also evident in some of the faculty development activities cited previously—for instance, the groups that meet to discuss scholarly interests and writing.

Colleague relationships external to the campus are not so visible a phenomenon. Few professors mentioned collaborative work or participation in networks with academics on other campuses. The local nature of NWU professors' collegiality is, of course, quite consistent with the institution's strong teaching orientation.

Professors' relationships with students are close and extend well beyond classroom contact. The students comprise a quite homogeneous group, mostly white Nebraska natives. They are described as pleasant and respectful of their professors. Clearly, the faculty enjoy their work with students. Yet surprisingly few professors mentioned their students as a major source of positive morale. Indeed, some noted that a more heterogeneous student body with a broader world view would be desirable.

To the outside observer, it is clear that a sense of community is alive and growing stronger at Wesleyan. Community commitment may not be the dominant institutional value that it sometimes is at more religiously uniform institutions. Yet there is substantial evidence that healthy collegial relationships and good rapport with students contribute to the high faculty morale that is present at the university.

■ Factors outside the College that Affect Morale

Nebraska Wesleyan's location is another factor that supports faculty morale. Lincoln, as both the state capital and home of the University of Nebraska, is a dynamic Midwestern city. It offers diverse cultural opportunities, reasonably priced housing, good schools, and significant scholarly resources. One person described Lincoln as a very large small town. Faculty members are grateful that NWU is located in such a desirable location. Some commented that they were pleased the college is not in a town like Hastings or Kearney.

The only major criticism faculty voiced about their location is Lincoln's distance from other urban areas. Although most professors like where they are, they feel somewhat isolated from the academic mainstream.

■ Faculty Career Orientations and the College

As mentioned before, there is no question about the dominant values of Nebraska Wesleyan. Effective teaching is the highest priority. Institutional service is also highly valued. Traditional scholarship and publication, though appreciated, fall much lower in importance. Most faculty seem quite comfortable with the value hierarchy by which they are evaluated. They regard themselves primarily as undergraduate teachers. This general congruence of values makes for a congenial work environment that most likely fosters satisfaction and high morale.

It would, however, be inaccurate to suggest that these values are inflexible or reflect a virtual consensus within the NWU community. According to the president, the faculty is wrestling with the proper role of scholarship at a liberal arts college. This is one of the issues the ad hoc "Academic Excellence Group" intends to discuss. In the opinion of several research-oriented professors, the president sees scholarship as staying abreast of one's field, not original research. Some members of the NWU community view scholarship simply as "doing something new," while a small group of faculty members takes a more traditional view of scholarly activity.

Although President White said he is not aware of much strain between institutional and professional demands on NWU professors, at least a minority of the faculty would disagree. Several indicated they experienced tension when trying to teach and participate in scholarship. Faculty who expressed some interest in scholarship said they had to do it mostly during the summer months. One commented that faculty members must "do all the accommodating. The institution doesn't." Another related that when he came to NWU a faculty member told him the rule was "publish and perish," not "publish or perish."

To some extent at least, Wesleyan faculty appear to be divided according to their orientation to scholarship. Though virtually all the faculty see themselves primarily as teachers, those with a commitment to scholarship seem to have a different view of what a professor should be. The small number of research-oriented faculty we interviewed possess values less consistent with the dominant institutional culture and, hence, exhibited lower morale and less satisfaction with the university.

■ FUTURE PROSPECTS FOR MORALE

Prospects for faculty morale at Nebraska Wesleyan are, on the whole, positive. President White says that the faculty feels secure because the university has no long-term debt. The fact that enrollment has actually increased during a period of demographic decline is another indication that NWU should be able to weather future challenges. The president's penchant for strategic planning should also support faculty morale in the future. A group of elected faculty leaders noted that, perhaps thanks to strategic planning in the past, no one has been surprised by a rapid enrollment decline or budget shortfall.

Several question marks on the horizon could push morale in a positive or negative direction. Faculty frequently mentioned the impact reduced enrollment would have on a tuition-driven institution. Failure to improve instructional equipment might also affect morale, especially in the natural sciences. Turnover in central administrative positions also raises some uncertainty. New academic and development vice presidents were just taking over at the time of the site visit, and the faculty wonders how they will perform. The faculty also voiced concern that the current president will leave and be replaced by a less desirable leader.

Morale at Nebraska Wesleyan derives from mutual faculty-administration respect. It is also based on a series of small, steady improvements in faculty compensation and working conditions as well as gradual improvements in the academic program and financial condition of the university. There is a sense among the faculty that NWU is becoming a stronger higher education institution, that it is gaining recognition and is becoming a better place to pursue an academic career. Faculty morale in the future will probably depend on the university's ability to sustain recent improvements and to respond satisfactorily to some of the remaining concerns professors share. In sum, these are the factors that contribute to relatively high morale at NWU:

- Professors' commitment to their students and the larger mission of preparing future generations;

- The good fit between faculty values and dominant institutional values;

- Good students who are pleasant to work with;

- A growing sense of community across the campus that fosters warm, stimulating collegial relationships;

- The meaningful voice professors have in the decision making and operation of the college;

- The presence of a leader they like, respect, and trust (even if they do not always agree with him);

- The belief that professors' work is appreciated and recognized;

- Gradually improving working conditions and resources that give professors the sense that NWU is growing stronger financially and academically; and

- Above all perhaps, the perception that the administration is doing the best it can with the limits imposed on it by reality.

SIMPSON COLLEGE
Indianola, Iowa

SHIRLEY M. CLARK

CASE STUDY TEAM: *Shirley M. Clark, with Peter Frederick*

Simpson College is a small, independent, coeducational, liberal arts college founded by Methodist pioneer settlers in 1860. Renamed in 1866 to honor Bishop Matthew Simpson, one of the best known and influential religious leaders of the mid-1800s and a president of DePauw University, the college continues an affiliation with the United Methodist Church. According to the Simpson College *General Catalog 1984–87*, the college has evolved into "an institution which today has more than 1500 students and 26 major buildings on more than 55 acres of beautiful campus." Its personnel roster includes 69 full-time active faculty organized into five academic divisions: humanities, social sciences, natural sciences, fine arts, and education.

Two baccalaureate degrees, the Bachelor of Arts and the Bachelor of Music, are offered. A lengthy list of majors, minors, programs, and interest areas totaling 65 options suggests curricular diversity. Within the college curriculum is a distinctive Cornerstone Studies in Liberal Arts program that provides choices to students in six required areas: the Western tradition, the scientific perspective, the social science perspective, the humanistic perspective, the aesthetic perspective, and the minority perspective. A capstone course, the senior colloquium, intends to place a student's major into a broader, more interdisciplinary framework. The college also expects competency in writing, oral communication, and basic mathematics.

Like many small independent colleges, Simpson was in a period of declining enrollments and revenues a decade ago. An operating deficit was accumulating, faculty salary increases were not keeping up with inflation, and the situation was defined by many as life-threatening. However, as scholars of higher education decline have noted, a crisis can be a time of danger for colleges and universities but it also can be a time of opportunity (Zammuto, 1986). Strategies for response are largely determined by institutional leaders who decide whether they will preside over the institution's revitalization or its disintegration. In the case of Simpson College, the strategy chosen was revitalization, and the outcome is decidedly positive.

This report will provide, first, a summary of overall impressions gleaned from the visit that bear on the CIC Academic Workplace Study survey findings of relatively high faculty morale and satisfaction at Simpson. In the second part, attention in turn will be given to each of the nine issue areas that site visitors were asked to probe relative to possible factors and conditions associated with positive faculty appraisals of their workplace.

For all their strengths, brief site visits have serious methodological limitations, even when fortified with survey data and document analysis. However, some principal "story lines" recurred throughout interviews, adding to our confidence that Simpson people interpret what has happened in relatively consistent ways. We regret any misinterpretation on our part that may be attributable to ignorance of the Simpson experience.

■ SUMMARY IMPRESSIONS

Through fortuitous accident, the CIC case study team visit to Simpson College coincided with Campus Day, a traditional event combining work and celebration, a rare opportunity for outsiders to observe rituals that translate institutional culture into action. Images and metaphors, especially when they share consistency, are useful indicators of an organization's culture and of organizational change. They are the fundamental scaffolding surrounding efforts at developing comprehensive descriptions, explanations, and predictions. The overall tone of descriptions of Simpson College is upbeat, aptly and metaphorically put by an administrator who asserted "the college was on its butt in 1979....McBride put the college on its feet!" This belief is amplified by faculty who stated "the common mission in recent years is to get better," "now we're poised, ready to break out," "this is a place that believes in itself again," "the school has a momentum," and "we're a good school getting better all the time." Simpson is described by students as a special and accepting place: "people care about you here," "the faculty are always available," and "we talk about all kinds of things in class."

Two anecdotes suggest images of positive change, of an organization in deep difficulty and crisis that responded to reforming leadership: the first concerns a metaphor of self-help and community in Campus Day of a decade or so ago and Campus Day 1987, when the CIC team was present. The Campus Day tradition dates to the 19th century when it was an annual rite involving the college faculty, staff, and students in the manual work of cleaning up the campus, doing repairs, raking leaves, etc. During a period a decade ago when faculty were rather demoralized and dissatisfied, with low salaries and other issues troubling them, they were not particularly inclined to participate actively. Campus Day became a "skip" day. During President McBride's tenure, he determined that if Campus Day was to be continued, it needed to be taken seriously, and along with other traditions and rituals, it has become strengthened. As said by one faculty member, Campus Day "almost does us more good than the students," and "we have a better sense of community now than ten years ago." Activities on Campus Day 1987 included the taking up and cleaning of bricks from a historic walk in the center of the campus. It also featured a very well-attended noontime picnic with a spontaneous program of students doing imitations of individual faculty members' teaching styles, and faculty/staff members (including the academic dean) then taking turns in front of the crowd doing imitations of some of their students—in high camp and with good humor on all sides. Later in the day, many students, faculty, and staff turned out in the bright sunshine to cheer the men's baseball team as they beat arch-rival Central College.

The second anecdote concerns a metaphor for the condition of the college, then and now, in the story of the decision to save and restore College Hall, the oldest building on campus. While we heard various versions of the story, what may be most interesting is how the accomplishments were interpreted and the heavily symbolic role now played by historic College Hall. The plan to restore College Hall, a building deteriorated to an unusable state, pitted groups against each other, since a great deal of money was involved at a time when Simpson was in difficult financial circumstances and faculty salaries were low. Two weeks before the deadline for tearing down College Hall, a solution was stuck that resolved the financial dilemma without alienating important constituencies of trustees, administration, faculty, and students. This now beautifully restored 1869 building has aided in "recovering a sense of historical perspective" according to President McBride. He described its purpose as symbolizing the roots of the institution by establishing rooms dedicated to the memories of Bishop Matthew Simpson, founder of the college, and George Washington Carver, Simpson's most famous alumnus, by putting in place plaques for honoring distinguished alumni and patrons, and by locating the admissions office in the building so that "the orientation of new students is wedded to their historical past." Thus an originally divisive plan was transformed into an accomplishment that strengthens the institutional culture by bolstering an important symbol to the Simpson community of the past, present, and future. Shared pride in the restoration of College Hall, including in-jokes about its costly furnishings during the Campus Day skits, add to a "sense of history...a sense of mission."

■ SUMMARY INDICATORS OF HIGH SATISFACTION AND MORALE

- By their own admission, faculty morale and workplace satisfaction are almost universally high at Simpson College. This assessment is usually contrasted with the lower levels of morale and satisfaction at the time President McBride came in 1979, when a fiscal crisis kept salaries low and unchanging and affected the institution adversely in other ways, too. Some faculty, however, make a point of asserting that conditions for faculty (even then) were not as bad as those at institutions they left to take positions at Simpson during those difficult times. Faculty members refer to a "strong sense of collegiality on campus." As one put it, "we're a small community of people that works together," and "we're not the victim of circumstances, but the shaper." Another said, "there's not a lot of politicking here; faculty have cared about the community itself." Another referred to autonomy, of a "sense of being in charge of the place" as related to his satisfaction.

- The physical appearance of the campus (again as contrasted with descriptions of a decade ago) is prosperous and "cleaned up." Grounds are well kept, and evident pride in restored buildings as well as in new ones is taken as visitors are led around campus.

- There is an admitted sense that upswings at Simpson in the last several years are against the trend toward continued instability and decline in some sectors of private higher education.

- An interesting indicator of high morale and satisfaction among faculty members is in the trust expressed that salaries have improved, that a targeted goal has been reached, and that salary increases, while perhaps never great enough, are arrived at equitably. This appears to be the case even though annual salary determinations are essentially private matters about which faculty seem to know little in terms of policy criteria and process.

■ SUMMARY REASONS FOR HIGH SATISFACTION AND MORALE

- Over and over again, the turnaround saga of Simpson College was related. President McBride emerges as the popular organizational leader-hero who played a central role in setting the college on its feet financially, raising faculty salaries, restoring and extending traditions to increase the sense of community, and in many other ways exemplifying behavior suitable to this college.

- In support of President McBride's leadership was a group of committed, loyal, older faculty "who have held this place together through thick and thin, and who believe in a liberal arts college." This group was able to work together in support of change because "there are no prima donnas here." Clearly, there have been faculty at Simpson College for the duration who take responsibility for governance and indeed are active participants at the present time.

- Not only have enrollments increased, particularly through the establishment of a continuing education program that enrolls approximately 40% of the total student body, but the quality of students applying and admitted has increased as well. Students with whom we talked, as well as the admissions director and faculty, are of the view that student quality has improved. As part of the turnaround strategy, Simpson College has adopted marketing approaches with respect to enrollment management.

- Modification and sharpening of the mission statement under the leadership of President McBride also constitutes a basis for positive faculty morale and satisfaction. While reaffirming Simpson as a liberal arts college, the mission contains an explicit Christian service ethic important not only to President McBride and to many of the faculty; it also enables the college to expand into continuing education programs. Changing the mission statement has been an important part of repositioning, especially after the sixties and seventies when Simpson's mission was "the place to become you." In the view of many, redefining the core historical mission returns Simpson to its founding ethos, its earlier sense of purpose.

- The Cornerstone Studies in Liberal Arts program, while fraught with some concerns about its structures and purposes, and the degree to which it is an integral part of a Simpson education, firmly sets the expectation that even the more vocationally oriented students will enroll in a broad range of courses and will be distributed among the faculty.

- The board of trustees was uniformly described as a large and active group, very committed to the college. Four faculty members, of whom three are committee chairs and one is at-large, serve as representatives to the board of trustees. Annually, trustees and Simpson faculty have lunch together and discuss academic program issues. With faculty, the president and the trustees have worked this year on a long-range plan for Simpson. Trustees have been highly instrumental in fund raising. Neither trustees nor administrators interfere with faculty teaching. Faculty members agree that Simpson's board of trustees in their recent experience have been friendly and supportive.

- Modest resources are available for faculty development purposes. Contrary to expectation, faculty development programs/resources did not emerge as a major reason for high faculty morale and satisfaction. Improved salaries and other factors seemed far more important to faculty members themselves. About four sabbaticals per year (full year at half salary, half year at full salary) are available on a competitive basis to eligible faculty. An alumnus contributed money to endow a faculty development fund, the annual interest earnings from which ($14,000–$15,000) are available mainly for travel to conferences and workshops. Likewise, additional limited funds held by the academic dean are available for professional travel on a case-by-case basis. Faculty members were somewhat critical of resource scarcity for professional development purposes and were unsure of the accessibility of funds. In addition to these resources, President McBride last year initiated three awards ($1,000 each) for faculty: one distinguished teaching award for senior-rank faculty, one distinguished teaching award for junior-rank faculty, and one award for distinction in research and scholarly work.

■ ORGANIZATIONAL CULTURE

While all higher education organizations have cultures, the strength of institutional culture depends upon many factors, including size, degree of integration, and historical development (Masland, 1985). Simpson College now has a strong institutional culture with coherence among beliefs, language, rituals and myths. It has a genuine organizational saga, as Burton Clark conceptualizes it (1972), in the turning around and redirecting of Simpson College led by President McBride. The president has also understood the wisdom of symbols and rituals in representing values and beliefs in reinstituting or deepening tradition (e.g., the restoration of College Hall, the revitalization of Campus Day, the refocusing of the mission statement to enfold both earlier and more contemporary aims around a liberal arts core, the institution or reinstitution of seasonal events and campus ceremonies). The consensus on "story line" among people we interviewed suggests that the culture is strong. There is basic agreement about organizational heroes, rituals, and symbols that support the culture and about problems faced by the institution.

Simpson embodies "a sense of community among faculty committed to liberal arts values" and a feeling that "we have to do it together if we're going to do it." The president states that he has been "stressing the intangibles" (as well as the tangibles), "recovering our sense of history and our sense of mission—who we are."

In this particular institutional culture, teaching is the most important faculty performance criterion. "If a person isn't interested in teaching, he'll have trouble here." "After good teaching at Simpson comes collegiality."

Collegiality is defined as "civility," "being cooperative and collaborative," "showing good will," "not being stand-offish or cliquish." Service is important, and research/scholarly work seems to fall after teaching and service. There does not seem to be serious disagreement about what faculty activities are important at Simpson, or in what priority they are arranged, or about the goodness of fit between the prioritized performance criteria and the expectations implicit in the review process for tenure and promotion.

Strong institutional culture at Simpson College strengthens a sense of community among faculty, staff, students, and alumni. It has produced trust, purpose, loyalty, and commitment as well as good morale and a sense of occupational satisfaction. The clarity of culture and of mission enables faculty to determine whether prospective faculty appointees will be good choices or will be unlikely to fit into roles in this school.

■ LEADERSHIP

As indicated, Simpson College has benefited in recent years from the heroic leadership of President McBride, whose numerous accomplishments have been recounted earlier. In achieving the turnaround, President McBride is thought to have done "a remarkable job" and is said to be "an exceptional manager." Faculty members claim that, when McBride came, he "acted like an umbrella who got the whole school to work as a unit." "You know he had the interests of the school at heart." His style of leadership "lets you argue directly against him." "He has gone full circle to benefit all programs." Under these circumstances faculty said they were willing to wait their turn. "Arguments changed to discussions." And "there is collegiality here, but with the understanding that the administration makes the decisions."

Under the president's leadership, the trustees and the administration set longer term goals and plans. Increases in salary and the establishment of faculty development funds made "a big change." The transforming nature of leadership under trustees and an administration that "sets a tone" have reached beyond the faculty to the alumni who "begin to give, not only out of sentiment but of pride." However, as faculty anticipate a new president's arrival in a few months there is some tension and "less consensus about what's to be done." Also, faculty members interact more directly with the dean. The acting academic dean, "one of our own," is a trusted, respected, known quantity, someone who has long been an activist.

Although much is made of the strength, forceful style, and competence of the current president and his administrative cabinet, Simpson College faculty also are significantly involved in campus governance, especially in academic program and academic personnel policy and review matters. In addition to involvement at the program/department level, faculty members are elected to the budget, educational policy, and personnel committees, which are said to have "real power." The chairs of these committees and an at-large member serve as representatives to the board of trustees. While there is no executive committee of the faculty per se, the president has (de facto) made this his advisory, consultative group. Faculty were integrally involved in a recently concluded task force on academic planning activity led by the acting dean. This collaboratively based plan charts future directions on the basis of academic program development and refinement needs rather than budget imperatives.

■ FACULTY DEVELOPMENT

Traditional forms of faculty development are in place with modest funds available upon application for sabbaticals and travel to conferences. Resources for faculty development come from endowment earnings. Three annual new distinguished performance awards are in place. All of this is commendable and appreciated by the faculty, but of much greater importance to them are their salary improvements.

Some attention is being given to the different needs of faculty members at different stages of their careers. The personnel committee is directly involved in evaluation of probationary faculty. Tenured faculty are now being evaluated on a five-year cycle. This is a highly interactive process, fully involving the subject of the evaluation in self-assessment and planning. The evaluation committee "provides a collegial mirror, challenging assumptions." These reviews could address issues of maintaining vitality among established faculty.

Mention also should be made of efforts by the director of the continuing education program to orient both part-time and regular faculty to adult students and appropriate teaching strategies.

■ RECOGNITION AND PROVISION FOR DIVERSITY AMONG FACULTY

It is difficult to determine how much attention is paid to diversity among Simpson faculty members relative to individual interests and strengths. From what we could tell, the teaching loads are relatively heavy and uniform across the college. Most of the salary increases in recent years have been "across the board," although President McBride said they "have been mindful of merit."

Regarding gender and racial diversity, impressions are that, while women are substantially represented, they are not present proportionately in the senior ranks, and racial/ethnic diversity is very limited.

On the other hand, faculty decide what to teach; courses and majors have proliferated. Faculty create special learning opportunities for senior colloquia and May term. Developmental review processes have been put in place for senior faculty. A new series of awards has been established to recognize distinction in performance in teaching (junior ranks, senior ranks) and in research. We were persuaded, in response to many probes, that as long as faculty are committed to students and successful teachers, they may be individualistic, prickly, or relatively noncollegial. They will be given plenty of veering room. They may pursue significant research or scholarly interests if they wish; however, we concluded that expectations in this area are not heavily weighted by colleagues or administrators in the promotion and tenure reviews.

■ RESOURCES

Availability and allocation of extrinsic monetary rewards seem tightly coupled with increases in faculty morale at Simpson. Faculty related "hard times" of about a decade ago when, among other troubling conditions, salaries were low and unchanging. Among the many improvements wrought by President McBride are greatly improved salaries and the securing of the financial base of the college. Working with faculty, five peer institutions in Iowa were selected for salary comparison purposes: Coe, Cornell, Wartburg, Luther, and Central. The central officers aimed to improve salaries to meet the medians for these institutions, and the targets were reached. As a further gesture to faculty, a two-tiered contract system was installed. One set of increases is announced in March; additional increases are extended in September if the budget permits it.

While further resources might be realized from an expansion of the continuing education program, which currently enrolls about 560 students (or 38 percent of the total student body), administrators and faculty are wary of disturbing the ratio of full- to part-time students. They feel that the same ratio should continue for the future. Also, they want all students to have more regular than adjunct faculty as their instructors and advisers. Simpson has faced tempting opportunities to expand continuing education beyond Indianola and Des Moines, but, as the president saw it, "this decision reflected a crucial debate that affected Simpson's identity" (as a good, traditional liberal arts college). Clearly there is wisdom in their restraint.

Insofar as a critical mass of good students may be counted among a college's greatest resources, Simpson is faring better than it did in the recent past. Credit for this undoubtedly should be shared, but one who is singled out for successful efforts to increase the mass of good students is the director of admissions. Many faculty also find the teaching of adult continuing education students stimulating, according to faculty with whom we talked and the director of the continuing education program.

■ COLLEAGUES AND STUDENTS

"A small community of people who work together" is how one faculty member responded to a question about what keeps Simpson faculty vital. Faculty attempt to preserve this sense of community through the hiring process, for they are most concerned with "one, whether faculty are good teachers; two, whether they fit into a small liberal arts college, can mix and integrate with other liberal arts faculty, and have interdisciplinary interests." In this context, friendly, civil, cooperative collegial relationships are very important.

Because much more emphasis is placed on teaching and on service than on research/scholarly work, Simpson faculty might be labeled "local" in their orientations. Some, however, strain toward "cosmopolitan" interests, in their efforts to travel regularly to meetings of disciplinary associations and to do research and publish. Also, because many Simpson departments have few faculty members, travel and contacts become important sources of association with other specialists, lacking those colleagues in their fields at home.

Community may be somewhat more difficult for students to build than for faculty. Although Simpson is largely residential for full-time students, many students leave on weekends and evenings for home and to work. Freshmen are required to attend some events, but there is concern about student participation in traditional, extracurricular, and cultural activities.

Faculty care about having good, motivated students to teach. They are concerned about retention of enrollments. They care about advising students. We were told that it is not unusual for faculty "to track down students who haven't shown up in class for awhile."

■ FACTORS OUTSIDE THE COLLEGE THAT AFFECT MORALE

Located just 12 miles south of Des Moines, Iowa, in the town of Indianola, Simpson is well sited to combine the advantages of a smaller community with the diverse opportunities of a large city. Many faculty live in Indianola, but there seem to be no serious negative sanctions against full-time faculty who choose to live in Des Moines. Clearly, some of the full-time faculty who teach continuing education classes in Des Moines are not enthusiastic about traveling, the time involved, separation from the campus, and so forth. Relations between the college and its surrounding community are estimated as harmonious and mutually supportive. A significant proportion of trustees are from the Indianola community.

■ FACULTY CAREER ORIENTATIONS AND THE COLLEGE

There does seem to be congruence between individual faculty values and goals and what the faculty perceives to be the Simpson priorities. Faculty are selected with the Simpson mission in mind. Prospective faculty must be prepared to teach and to teach well, for "you live or die on getting good teachers." Enrollments depend upon attention to teaching and the academic program. Faculty must "fit into the small liberal arts college." Expectations are clear. We doubt that serious conflicts/tensions exist between teaching and research on this campus. Research, scholarly work, and artistic production are good (almost as extras) and the institution is proud of the achievements of the faculty in these domains, but teaching is the *sine qua non* at Simpson. Faculty with whom we spoke did not elaborate their research and scholarly interests very far. There is a new award for research, and it was suggested that "more middle career people are publishing and the institution is proud of this, but it doesn't really push it."

Consistently heavy teaching loads lead some faculty to worry that they will "burn out," that they "feel used" and they "feel stretched as thinly as possible." Although the continuing education program is operating well, some faculty feel that expectations that faculty teach up to one class in three as continuing education exacerbates an already full assignment. Heavy teaching loads seem to preclude extensive research and scholarly involvement. Neither time nor energy are available to invest in these activities.

It is a strongly held value at Simpson that all faculty are committed to the liberal arts. The institution has not permitted applied areas to develop at the expense of the traditional liberal arts areas. However, student interests in business, computer science, and other popular majors could cause a great deal of tension, a tension reduced by the introduction of the general studies requirements put in place after President McBride arrived. Currently, there is an expressed need for "more faculty in the liberal arts," and there are issues about basing the need for faculty on the number of majors or the number of credit hours produced. There is concern about integrating the senior colloquium and the May term with other programs and courses. Therefore, the divisiveness that might result from a free market situation of student choice is controlled by the overall commitment of the college to require students to spread their course work over the various components of the liberal arts.

The profile of Simpson faculty that emerges from the CIC Academic Workplace Survey suggests that "to a greater extent" faculty expect to continue their careers at Simpson or at a similar liberal arts college because of their strong commitment to this kind of institution. At the same time, they express hope that the roles and responsibilities they expect to assume over the years will be diverse. Careers within careers may be particularly difficult to provide for in small institutions; however, the ethos of participation prevailing at Simpson should facilitate involvements on key committees and task forces. Opportunities to work with more age-diverse students are created by the continuing education program, and cross-disciplinary teaching may be more available to Simpson faculty than to faculty in more specialized, disciplinary-oriented settings. There is reasonably close congruence between the importance Simpson faculty place upon their work and the reality of their work environment at Simpson. Of greatest importance to these faculty members is the opportunity to be of service, to find challenges in their assignments and responsibilities, and to create or develop something that is entirely their own idea.

From demographic data supplied by responding faculty, it appears that Simpson College is not as characterized by a tenured-in senior professorate as is true of many other institutions in the 1980s. However, unless there is further growth or turnover in the faculty force, the proportion of senior rank and tenured people will move to an even more substantial majority. While this suggests the stability that may be very important to the consolidation phase Simpson faces after the turbulent years, adding newer, younger faculty may be important to the continued vitality of the college so conscious of its current momentum. Of greater concern for Simpson may be attending to the diversification of the faculty, administration, and the student body along gender and ethnic lines. To remain competitive, salaries should continue to increase as well, or the past may be replayed in the future.

■ SUMMARY REMARKS

This is an exciting time to be part of the Simpson College enterprise. As site visitors, we caught the spirit of a college on the move, a place where many problems have been overcome and faculty morale and satisfaction currently are high. Of course this does represent a change from a decade past, reminding us of how relatively fragile and responsive to environmental conditions phenomena like morale and satisfaction are. Simpson has some carryover advantages in its greatly strengthened institutional culture, should times turn hard again. As the college prepares for President McBride's retirement and the era of a new leader, there is some concern that the college "will plateau, will head into a consolidation phase where big improvements can't be made." More than ever, it is suspected, attention will focus on the quality of the academic program. This will further engage the faculty in deliberations about streamlining the divisional and departmental structure, reducing the number of majors, improving the freshman year experience, refining the Cornerstone Studies program, improving the Senior Colloquia, rationalizing and balancing needed academic positions, and in other ways moving the new strategic plans into actions. The Council of Independent Colleges may be able to provide ideas, resources, and consultation to assist these efforts at planned change from a national perspective of what's working and where in liberal arts colleges.

Regarding faculty development as importantly as we do, we suggest some modifications that are intended to maintain or increase morale and vitality. For one thing, the purpose of the faculty development program at Simpson should be clarified and the conditions of access to these important resources should be publicized widely among the faculty. If possible, the resources available should be increased so that the benefits may be extended to greater numbers of faculty to assure that ties to disciplines are nurtured. For another, faculty development programs might also encompass in-service activities that are instruction-related—dealing with, for example, alternative teaching strategies, new developments in learning theories, and the current intense interest in assessment of the academic experience of students. A third suggestion related to the developmental reviews instituted for tenured faculty; this innovation is a very good idea. These more elaborate reviews every five years might be accompanied by an annual "developmental conversation" between a trusted colleague-administrator and each faculty member. This could assist faculty members to chart movement in their professional careers and also to target aid and resources to those who are "stuck" in their teaching or scholarly work.

Because there appears to be considerable stability in the Simpson faculty at this time with the majority of the full-time faculty expecting to remain there to pursue their careers, faculty development and academic workplace improvement strategies should focus around three general themes: providing environmental support for the scholarly and professional development of the faculty; providing institutional support for faculty instructional development; and providing differentiated support for individual faculty needs. Concrete policy actions will have to be constructed with the full participation of the faculty involved. The contextual, situational variables are not as generalizable from one institution to another as has been conventionally assumed. The recent historical experience of the Simpson College community suggests that it is fully capable of shaping its future and resolving workplace issues satisfactorily.

SMITH COLLEGE
Northampton, Massachusetts

JACK H. SCHUSTER

CASE STUDY TEAM: *Jack H. Schuster, with Ann E. Austin, Allen P. Splete*

The visit to Smith College during the spring of 1987 provided considerable evidence to substantiate the findings of the earlier survey of faculty members: faculty morale was high and the quality of academic life was widely perceived in quite positive terms. The following sections provide an overview of the college, describe the faculty's circumstances (including a distinctive governance arrangement), and summarize why Smith College's faculty, despite some perplexing issues with which to deal, appears to be in fine spirits and looks to the future with considerable optimism.

■ AN OVERVIEW OF THE COLLEGE

Smith College, a women's liberal arts college located in Northampton, Massachusetts, was founded in 1871 and admitted its first students in 1875. Long regarded as one of the finest, most selective of the women's colleges, its enrollment of approximately 2,800 undergraduates makes Smith the largest of the nation's dwindling number of single-sex colleges. Its eclectic assortment of buildings is crowded onto a 125-acre campus set between the winding Mill River and thriving community of Northampton (pop. 30,000) in the Connecticut River Valley.

Smith's origins bear strong testimony to its powerful commitment to the education of women. Its founders had very deliberately eschewed the ways of women's seminaries, such as Mount Holyoke had been before drawing upon the Smith model to become a collegiate institution. (For an excellent, concise description of Smith's early history, see Helen L. Horowitz's *Alma Mater*, 1984).

■ THE CURRICULUM

Smith is ever the liberal arts college; its traditional liberal arts emphasis has not yielded much to the vocationalism that is much in evidence at many other campuses. The baccalaureate curriculum (Bachelor of Arts degree only) is dominated by the liberal arts. Majors are spread across 28 departmental majors. These are supplemented by a number of interdepartmental offerings: a half-dozen majors and an additional 17 minors. In addition to its B.A. program, Smith has a small graduate program; fewer than a hundred Master's students enroll in one of eight M.A. programs or in a Master of Arts in Teaching, Master of Fine Arts (dance), Master of Education, or a specialized Master of Science program in exercise and sports studies.

The curriculum is relatively unstructured; a core curriculum has not yet found its way to Northampton. There are basically no distribution requirements, and, as noted above, considerable attention has been placed recently on developing interdisciplinary programs.

As faculty members see it, the absence of distribution requirements has an interesting consequence. Students enroll in classes largely because they are interested in those classes, not because they are required to do so. This self-selectivity, according to some campus observers, probably tends to make for livelier classes.

Students have a wide latitude to cross-register at any of the four nearby colleges (Amherst, Hampshire, Mount Holyoke, and the University of Massachusetts at Amherst), which, with Smith, comprise the Five College consortium. A handful of students participate in a dual degree, liberal arts-engineering program with the University of Massachusetts School of Engineering. A junior year abroad program attracts about 75 students each year, primarily to Florence, Geneva, Hamburg, or Paris.

Smith's students come from all states and 50 or so other nations. More than a quarter are from Massachusetts and another third from New York, Connecticut, New Jersey, and California. Most rank in the top tenth of their secondary school classes. Median Scholastic Aptitude Test scores are in the 580–595 range for Verbal and around 600 for Math. Approximately 80% of freshmen class cohorts graduate in four years, strong testimony to the college's overall effectiveness.

One highly distinctive feature of life at Smith is the Ada Comstock Scholars Program for women "beyond traditional college age." The 300 or so "ACs," who pursue their studies on a less-than-full-time basis, range in age from 23 to 65 or even 70.

A prominent feature of campus life is the highly decentralized residence hall system: 44 separate buildings—some of them cottages and big, old houses—house from 16 to 94 students each; most of these residences have their own dining facilities.

Attending Smith is expensive; tuition, room, board, and health insurance for 1986–87 amounted to around $15,000. Approximately 65% of the undergraduates receive some form of financial assistance.

The full-time faculty numbers around 265. Of these, the proportion of women has increased in recent years: 101 of 264 (38%) in 1981–82 to 108 of 266 (41%) in 1986–87. About 5% of faculty members are non-white (according to a report of an ad hoc committee in 1985).

An assessment of the Smith faculty's condition necessarily involves many facets. A few are tangible and are subject to measurement (for instance, compensation and teaching load). Most aspects of the academic workplace are far less tangible.

■ THE FACULTY'S TASK

Like most liberal arts institutions, the major faculty responsibilities are teaching, advising, and scholarship. In addition, as noted below, service to the college figures more prominently into the distribution of faculty responsibilities than is commonly the case.

Teaching and Advising. Smith is frequently described by faculty members as being predominately a teaching institution. Indeed, faculty commitment to teaching runs high; as one senior professor explained, "Teaching is deeply a part of the ethos here." The normal teaching load is five courses per year. This most often translates into two preparations per semester. Evaluation of teaching is a prominent feature. Students complete questionnaires evaluating every course they take. (Some faculty members find the emphasis on evaluation to be "excessive.")

Student advising, too, is taken seriously. Each adviser gets paid (albeit modestly) to advise 15 students through their freshman and sophomore years. Spending time with students is described as being an integral part of the campus culture.

Scholarship. Many faculty members publish quite regularly. Indeed, a common perception holds that teaching and scholarship are regarded as being held roughly in parity. Tenure, it was noted, can be obtained without a good research record, but such situations are very much the exception. As for teaching, the prevailing view holds that questionable teaching will be tolerated if balanced by solid research, but poor teaching cannot be countenanced.

Faculty Service. Faculty service to the college receives serious attention at Smith; indeed, in a process that may be unique in higher education, service is weighted equally with teaching and scholarship for purposes of determining who receives merit pay and how much.

■ STUDENT QUALITY

The general perception is that the quality of Smith's students has held up quite well, although there is some concern that student abilities overall may have drifted somewhat lower over the past decade or so. This may especially be true in languages and in written English. On the whole, though, Smith's students are seen by their faculty as hardworking and bright. This applies also to the Ada Comstock Scholars who were uniformly seen as a plus. ("They're all business," said one professor admiringly.) The program attests to the virtues of well-conceived reentry programs for women.

Some faculty members suggest that while the quality of students has generally held up well, some of the very best—those, say, with SAT scores above 700—probably have been lost to such coeducational competitors as Princeton and Yale. A common perception holds that the lower end of the student distribution has not changed much, that is, the cohort of relatively (compared with other Smith students) weak students is not seen as growing either larger or weaker. And there are few complaints about student obsession with careerism. In all, the quality and commitment of students at Smith is strong, a situation many institutions might well envy.

■ TENURE

All initial appointments are for three years with a "tough" review process conducted during the spring of a faculty member's second year. The probationary period for junior faculty members has not been extended, in contrast to the case at some other campuses.

While tenure has not been denied to anyone in the past four years, there have been some instances of non-renewal of faculty appointments and other instances of junior faculty members having been counseled informally to leave. Some faculty members expressed anxiety that tenure might become more difficult to obtain in the future.

■ PARTICIPATION IN GOVERNANCE

The faculty appears to be deeply involved in campus governance and to have a genuine sense of sharing in the "ownership" of the college. Widespread and intensive faculty participation in governance are hallmarks of campus life and may well account for high levels of faculty commitment to the college. There is no faculty senate as such, but the entire faculty meets monthly during the academic year (these meetings are chaired by the president). Attendance at faculty meetings tends to be high, reaching as many as 150 or so.

Perhaps the most distinctive feature of the governance system is the Faculty Council, created in 1983 as part of a strategy to reduce the profusion of 23 committees that existed prior to that time. It is a somewhat complicated approach to governance, but one which is very impressive in the way in which the components are interrelated. The essence of the new system is this:

1. The Faculty Council, consisting of five elected faculty members, functions as the premiere vehicle for faculty governance. The council members meet regularly with the board of trustees (an hour per meeting) and with the president and the dean of the faculty. The president occasionally uses the council informally as a "kitchen cabinet."

2. The imposing role of the Faculty Council is described as follows in the Code of Faculty Legislation and Administrative Practice (1986): "The Faculty Council shall take an overall institutional view for planning, communicating with the board of trustees, and for reviewing and integrating the policy decisions of faculty committees and administrative offices. It shall confer with administrative officers on all matters pertaining to budget, financial aid, governance, general welfare of the college, and general faculty personnel issues. The Faculty Council shall serve as a forum for faculty ideas and concerns."

3. Each of the five members—and this is the key—is also a member of, and link to, one of four "principal" committees, namely, Promotion and Tenure; Academic Policy; Faculty Compensation and Development, and Community Policy.

4. The election process provides that tenured faculty members are elected to concurrent terms on both the Faculty Council and on one of the four key committees. (The election process—proportional representation using the Hare Method—is complicated but appears to work.)

Widespread enthusiasm for this newish system is evident both among faculty members, the president, and the dean of faculty. Even so, the governance system does have its tensions. Several faculty members complained that the Council members were too powerful. Moreover, the five Council members indisputably carry a heavy work-load (although they were allowed some released time from their regular teaching load). All in all, the present governance arrangement clearly functions more effectively than its more cumbersome predecessor.

Faculty participate fully on a planning task force that is a subcommittee of the administration's Planning and Resources Committee. This task force is involved in developing campus-wide annual budgets. As another indicator of faculty influence, it is said that neither the trustees nor the administration has ever overturned a recommendation by the Promotion and Tenure Committee. In an interesting arrangement, the president chairs the Promotion and Tenure Committee but has no vote except to break a tie.

■ COLLEGIALITY: A SENSE OF COMMUNITY

Smith is a striking example of a college that does not especially seek or prize consensus while, perhaps paradoxically, it succeeds in maintaining—so it appears—an admirable degree of collegiality among faculty members. No discernible pattern distinguishes the well-being of one group of faculty members from another, whether by rank, gender, or field. Put another way, faculty interviews did not suggest that any subgroup, say, assistant professors or male faculty or humanists, felt themselves disadvantaged. In all, the evenness of the faculty condition, spread across all categories of faculty members, was more apparent than were significant variations among them.

Even so, quite a few faculty subcultures appear to have emerged through the years. Faculty and administrators alike describe the faculty as divided and argumentative. One faculty member suggested that the faculty was "riven by factions." These clusters of like-minded faculty members include the feminists; the traditionalists (a.k.a. the "dinosaurs"—predominately middle-aged men—as they refer to themselves and their younger adherents, the "baby dinosaurs"); a small, radical-left Marxist faction; and the scientist-rationalists (characterized as having few concerns beyond good students and research facilities). Yet, despite the sometimes sharp clashes among faculty members, there is a high level of toleration for diversity of opinions. As one faculty member explained, "freedom of speech is a major value, and it is respected." Another observed: "Democracy thrives." Still another described scrapping among faculty in public as a "cherished" value.

In all, the sense of commitment to the college, along with the shared value of agreeing to disagree, appear to override the keenly felt differences over important policy issues. Moreover, because the college values generalists over too narrowly focused specialists, a collegial spirit is facilitated. It may be the case, therefore, that Smith comes close to embodying something of an academic ideal: a setting in which straightforward criticism of colleagues' educational values is not discouraged and in which, at the same time, an overarching commitment to the welfare of the college and its students provides an enduring cohesion.

■ COMPENSATION

Faculty compensation is widely viewed as being good and as being competitive; indeed, no complaints about compensation were heard—a remarkable datum in this age. The annual faculty compensation survey conducted by the American Association of University Professors for 1986–87 and 1987–88 places Smith's full professors somewhere above the 95th percentile, associate professors in the top quintile, and assistant professors in the second quintile for 1986–87, but dropping to the third quintile for 1987–88.

Merit pay had been customarily reserved for about a third of the faculty, but beginning in 1987–88 about 80% of the faculty were targeted to receive merit pay. This dramatic shift is a very deliberate change, initiated by the Committee on Faculty Compensation and Development, in an effort to be less arbitrary in the uncomfortable task of discriminating among deserving faculty members. Because of the more egalitarian spread of merit pay, such compensation consequently will be worth substantially less to individual recipients.

There has not been much skewing of salaries to respond to shifting market influences. This simply has not been a significant problem at Smith.

■ FACULTY PERQUISITES

In contrast to prevailing attitudes at many campuses, the faculty members of Smith College consistently saw themselves to be beneficiaries of a considerable number of arrangements they perceived to be conducive to their professional growth. Among the tangible benefits, the most commonly cited are these:

- The sabbatical leave policy is seen as being very generous. "It is as generous as it could be," commented one senior professor. All faculty members, *including nontenured junior faculty members*, are eligible for a semester's leave at full pay after six semesters. As one faculty leader exclaimed: "Truly a plum!"

- Some college housing is available for faculty, and a second mortgage financing plan helps to ease housing costs in this region of growth and commensurately escalating costs for buying a house.

- A tuition plan is available to the entire staff.

- The student-to-faculty ratio is quite low (9.3:1), resulting in small class sizes for the most part.

- An interest-free loan program is available to faculty to purchase personal computers.

- There is adequate office space.

FACULTY PROFESSIONAL DEVELOPMENT

Faculty development is taken seriously. The associate dean of faculty's primary responsibility, in fact, is faculty development activities. The budget includes about $165,000 for various faculty development activities. This works out to be a modest $625 per faculty member. These funds include about $65,000–75,000 that go for attending conferences, as well as for supporting small faculty research grants and discretionary funds for released time and summer stipends.

There are numerous special funds to support faculty research, including almost 9,000 hours of paid-for student assistance.

LEADERSHIP

Mary Maples Dunn became president in 1985. Her predecessor, Smith's president for more than a decade, had become increasingly controversial in the eyes of many faculty members. Dr. Dunn, who had for some years taught history at Bryn Mawr College and had become the dean there, was seen by many Smith faculty members as a strong academic and as being accessible, witty, and supportive of the faculty. Faculty members reported that they have ready access to the president and the dean of the faculty. Administrative leadership in general was held in high regard—a not very common situation among faculty members at most institutions.

GENERAL ECONOMIC OUTLOOK

The campus is now in the fourth year of an ambitious $125 million fund-raising campaign. (About $80 million has been raised or pledged.) The president, Dr. Dunn, is persuaded that the budget must be brought into balance, over some faculty members' strenuous objection. She contends that the college is currently expending some of its endowment, an unacceptable development in her view. One strategy for containing expenses would be to reduce slightly the number of faculty. She characterizes the current 9.3:1 student-to-faculty ratio as "ridiculous" (pointing to the higher ratios that obtain at many other liberal arts institutions, for instance, an 11:1 ratio at Williams).

ANXIETIES: POINTS OF TENSION

Notwithstanding the favorable circumstances in which most faculty members find themselves, there clearly are some anxieties that complicate faculty life. These anxieties arise from tensions in three areas in particular:

1. The proposed budgetary controls and the consequent probability that the number of faculty will be reduced, possibly by six or eight, over a four-year period. (The reduction presumably would come from attrition and, accordingly, would be less painful than more severe retrenchments.)

2. The threat that some academic departments feel to their autonomy resulting from the proliferation of interdisciplinary programs (and the consequent ambiguities associated with jointly appointed faculty).

3. The perceived ascendancy of an ideologically grounded "feminist agenda" (with its consequences for personnel and the curriculum). This perceived momentum toward feminism is countered in part by a small but vocal contingent of faculty members, some of whom advocate an opposition direction for the college, namely, coeducation.

But these anxieties do not appear to have a serious demoralizing or destabilizing effect on the faculty or the campus generally. The tensions appear to fall within the norms for this campus, which has historically prized debate and outspokenness. As one senior faculty member, himself quite wary of the changes afoot, explained, it is basically a "creative anxiety." "The faculty," he observed further, "contains these storms."

■ In Summary

In all, there are quite a few very positive aspects of life at Smith that make working there attractive to faculty members. By way of summary, consider this array of features that contributes to a relatively high level of faculty morale:

- The college has earned a very good reputation, and the prestige that goes with teaching there.

- The college benefits from an enviable size. Smith is larger than most liberal arts colleges, thus not too parochial, too hemmed in. But it is small enough, too, to permit a genuine community to exist. Faculty, it is said, do tend to know each other across departmental boundaries. As one interviewee put it, Smith is "small enough to have familiarity, yet big enough to have diversity."

- Northampton is regarded by many as a fine place to live. The town, once in decline, is enjoying a robust economic upturn. (Some, though, see "Noho," as it is referred to by locals, being transformed into a "Yuppie haven"—with rapidly escalating real estate prices to match.)

- There is a "balanced" approach to teaching, scholarship, and service for purposes of faculty promotion, tenure, and compensation.

- There is extensive faculty participation in governance, decidedly more than the norms for higher education. Deans tend to rotate from and return to the faculty—a positive feature in the eyes of the faculty.

- There is a widespread perception that the administration, including the president, is supportive of the faculty, although not all faculty members are pleased with the president's priorities. The faculty has quite ready access to the president and other administrators.

- The faculty is generally quite pleased with the quality and commitment of Smith students.

- There is a strong sense of autonomy for individual faculty members and for academic departments.

- The sabbatical leave policy is particularly generous.

- Considerable internal research funds exist; these enable faculty members to hire good student assistants.

- A handsome, pleasant faculty center, with very modest dues (the Center is subsidized), attracts many faculty members daily. Groups of faculty (for example, the scientists) meet for lunch on a weekly basis.

- A good year-abroad program for students enables some faculty members to spend considerable time abroad.

- Students are generally bright and motivated, and they are interested in liberal learning.

- A fine library serves the academic community. An excellent inter-library loan program is in place.

- The Five College consortium is seen as a significant plus for faculty.

- An excellent early retirement option is available.

One junior faculty member, after complaining of the stress of having to do everything at once and of the relentless pressure to be effective and productive, commented: "Despite all of this, we are all hoping that we'll be able to spend our careers at Smith." And another junior faculty member, a scientist, exclaiming that Smith was ideal for him, proclaimed, "They'd have to toss me out!"

To conclude, Smith College is in a healthy, vibrant condition. It is a place where most faculty members appear to prosper. Faculty morale clearly tends to run high; the site visit on the whole bore out the preliminary indications from the faculty survey that morale was in good shape. There are, to be sure, tensions and anxieties, as noted above. Indeed, there is little evidence of consensus on several important issues bearing on the future of the campus. Nonetheless, in a different sense, on a higher plane, consensus among faculty members is evident: a shared work ethic, a shared commitment to teaching, an appreciation for the tangible and intangible aspects of life at Smith. The quality of the academic workplace at Smith College is excellent.

WILLIAM JEWELL COLLEGE
Liberty, Missouri

JERRY G. GAFF

CASE STUDY TEAM: *Jerry G. Gaff, with Carole J. Bland, Michael Siegel*

William Jewell College, located in Liberty, Missouri, is a very fine small private Baptist college in the liberal arts tradition. After two days of extensive conversations with faculty members, administrators, and students, we confirm the general high morale found in the faculty survey.

The reasons for the positive feeling among most faculty are fairly evident:

- The campus is attractive, buildings in good condition, and the grounds well kept.

- The students and faculty are fairly homogenous, being primarily white, middle class, Protestant Midwesterners who share similar values.

- A high regard for excellence pervades the campus, including teaching and learning; students are pretty good; faculty are devoted to teaching; and the institution supports both.

- Things have gone well for the college recently. Student enrollments are strong, finances are in good shape, and there is a sense of general well-being.

- The administration, particularly the president and dean, are highly regarded, accessible, and trusted. They have demonstrated their commitment to faculty by raising their salaries above that of administrators and staff by 4–5% over the last two years.

- The college enjoys a good reputation locally, and its stature has grown with publications of recent national rankings and citations.

- Plans are developed for a major move upward in the national pecking order of colleges and universities in the country by the end of this century.

■ ORGANIZATIONAL CLIMATE

The mission of the college formally stresses three features: 1) high quality liberal arts education, 2) service to others, and 3) Christian values. All are reinforced, to varying degrees and in varying ways, by the college culture. Although a broad liberal education is valued, the growth of professional and pre-professional programs recently now results in more students majoring in business and other career-related fields than in one of the liberal arts. Yet, the general education requirements, the opportunity to participate in the arts, in debate, and in other enriching activities, and the overall environment continue to reflect a commitment to liberal learning. Service may be seen in the strong commitment of the faculty to teaching. The faculty truly care for their students, exhibit a high degree of personalism in their teaching, and are accessible to students both in and out of class.

Their questionnaire responses indicated that service to others was a very important source of satisfaction to the faculty in their work. This configuration of demanding commitments means that the work ethic is alive and well at William Jewell. Faculty work hard, and many take on overloads with little or no extra compensation, primarily because they believe deeply in what they are doing. The Christian emphasis may be seen in a few outward manifestations of conservative social policies—lack of coed dorms, strict visitation rules, and ostensibly a ban on dances (that, in fact, is winked at). These are not really accepted by the students, faculty, or even administrators. But at a deeper level, there is a weekly voluntary chapel service that is well attended, and one criterion for faculty evaluation is Christian commitment. At still a deeper level, the caring, respect, kindness, and general lack of antagonism are reflective of the third component of the mission. Together these qualities do represent a kind of distinctive culture that is generally satisfying to these faculty; i.e., the ones who choose to work in this kind of environment. Obviously, these qualities tend to screen out faculty who are not comfortable with the basic values of the college. To quote one faculty member, "A real spirit of community exists here, different from other workplaces I've been in. It is a sense of cooperation, striving for a mutual goal, working in a common endeavor characterized by concern and interest for the student."

■ LEADERSHIP

The leadership of the college is critical to its relative success and to the relatively high faculty morale, as indicated in the faculty survey. But we have difficulty applying the various theoretical types of leadership—participatory, nurturing, managerial, etc.—to the realities at William Jewell. Indeed, we did not see much evidence for the strong "managerial team" that apparently led Jewell to be chosen as a case study.

Leadership at Jewell is provided mainly by two people, the president and the dean. Gordon Kingsley, a strong leader, has been president for seven years. He started out as a "lowly teacher of composition" (as a colleague put it), and in over 20 years grew into a faculty leader, assistant dean, dean and now president. He said he promised in his inauguration to uphold high ideals, work hard, and have fun, and it appears that he has delivered on each. The two major educational innovations in recent years came at his initiative—the Foundations program of integrated studies as an alternative to the more traditional distribution courses for general education and the Oxbridge program of tutorial study for students, including faculty and student travel and study in England. The president provides the vision, and his current dream is to move the entire college outward into that national arena and upward to a higher stature. He also is the source of the driving force to achieve this dream. His long experience and many personal relationships among the faculty and staff give him a large reservoir of good will, trust, and confidence.

James Tanner, the dean, is an excellent complement to the president. Hired from Louisiana College, he is a seasoned academic administrator. In his seven years, he has earned a reputation among the faculty for being accessible, dependable, and fair.

He is also seen as the person most responsible for enhancing faculty salaries during the last two years. He makes sure the academic policies are implemented and sees that faculty concerns are heard and responded to before they become grievances.

Their leadership style is not easy to categorize. The leadership reinforces the culture. The president models the work ethic, values high-quality liberal learning, articulates Christian values, and gives his life to the service of the college. Both the president and dean are very caring people who listen well and respect others, even those with whom they disagree. Just as the faculty have a personal approach to teaching, they have a pleasing personal approach to administration.

These two individuals believe deeply in faculty participation. To quote the dean, "Faculty feel a great deal of ownership over the college. We don't make decisions without faculty participation. It is extraordinarily time-consuming to have faculty participation but necessary." To quote one faculty member, "Faculty are very influential. The decisions they make in faculty development are very important and serious."

The structures are in place for meaningful faculty participation in the life of the college. There are important and active faculty committees dealing with personnel, curriculum, and faculty concerns or grievances. Additionally, two members of the faculty sit on the budget committee. Weekly faculty meetings attract much of the faculty; 80–90% reportedly attend the bi-weekly business meetings, and 20–40% attend the alternate week forums on various topics. In the first meeting of each year the faculty establishes by vote the top ten priorities for the year, and these are addressed during the succeeding months. On an individual basis, too, faculty seem to be free to air concerns, to receive a sympathetic hearing, and to receive responses that are as positive as possible.

Many informal mechanisms are also used to keep faculty involved and the lines of communication open. The president frequently sends notes to faculty to keep them up-to-date or to comment on a job particularly well done. One faculty member had a folder of "notes from the president." He uses a similar method with students via a corkboard in the student union. They write him notes—he writes back—every communication posted for all to see.

There are also frequent casual but planned personal interactions between the president and faculty members; e.g., breakfasts for ten at the president's home, a yearly weekend retreat for all at the Lake of the Ozarks, and a two-day retreat off campus for administrators.

This is not to say the college is run by the faculty. The leaders are clearly in charge. In fact, the major initiatives—Oxbridge, Foundations, Plan for Excellence—were all top down. The department heads are all appointed by the dean, not elected by departmental faculty. The final budget and recruitment decisions are made by the administration. Nevertheless, faculty are sufficiently consulted and informed to feel ownership of the college directions and policies.

Innovation seems balanced with stability. The Oxbridge and Foundations programs are the two major innovations, and they involve only small numbers of students. In fact, they seem somewhat peripheral to the main course of the college. The opportunity for faculty to teach and for the students to study at Harlaxton, their English site, is most enriching; this feature affects a sizable number of each group and reinforces a strong sense of internationalism. Close to half the faculty have participated in this enriching and stimulating perk, which is a significant contribution to morale.

Strong faculty leaders seem to be hard to identify at this particular time. Although there are fine teachers and faculty who are respected for particular contributions, several individuals admitted there did not appear to be any who spoke for the faculty as a whole on major issues affecting the whole of the college. Two recent retirements have "created a void" (in the words of one person), although there are individuals who could assume leadership in the future.

One problem is the existence of what one person referred to as the "English Mafia." It seems that the major leaders dealing with faculty matters are all from the English Department—the president, dean, assistant dean, director of foundations, and the instructional development aide. This results in some disaffection from the faculty in the sciences, and there is widespread recognition of the need to correct this imbalance.

■ Faculty Development

Traditional forms of faculty development are in place, although supported at modest levels. All faculty are given a professional development fund of $250 per year to use for memberships, journal purchases, and/or professional travel. Funds can be aggregated for two years so as to make possible a national meeting every other year. Additional sums are available if a person presents a paper. Although modest in size, these funds do have a positive impact on morale, perhaps largely because of their certainty. Between two and five sabbatical leaves are approved annually.

Five special programs affect the faculty working conditions, two relevant to career stage. A year-long orientation program for new faculty is conducted by Dean Dunham, the instructional aide. His role is to serve the faculty, and he is completely disconnected from the formal reward system. As a part of his duties, he conducts an initial day-long workshop and then meets twice a month with new faculty as a group to discuss a variety of issues relevant to success at the college. This orientation is required of all first-year faculty. First-year faculty are freed from advising and committee responsibilities. This program seems to be a very fine way to socialize the new faculty into the life of the college.

A second career-related program is post-tenure review. All faculty members have five-year growth plans, and the tenured faculty are reviewed every five years by the Faculty Development Committee. This committee actually conducts peer review and, contrary to its name, does not engage in development as usually understood. Six categories must be addressed by all faculty members: teaching, professional education (the appropriate terminal degree), Christian commitment, advising, scholarly activity, and contributions to the college. This is a serious review that has resulted in the termination of one faculty member and others being placed on probation. Some faculty said they like this because it supported effective faculty and disciplined those not pulling their weight, but some were understandably concerned that it undermines the tenure system. The quip is that Jewell has "life-long five-year contracts rather than tenure." For better or worse, it is an effort to address the special circumstances of the senior faculty.

The remaining programs go across career stages. "Coffee Time Teaching Discussions" occur the first six weeks of every semester. Here, practical teaching problems are discussed with 5–20 people in attendance. Examples of topics covered are the use of writing, effective tests, listening to students, and tips for new faculty.

During "winterim" a one-week faculty development session is held focusing on a common teaching concern. One session attended by 39 faculty was on promoting critical thinking. A national consultant was brought in, and significant pre-reading was required.

The English program, particularly the opportunity for faculty to teach at Harlaxton, is another important faculty development program. It has resulted in 30–40 faculty members and their families spending a semester in England, a plum that is treasured by some and looked forward to by others.

Likely, the need to reconceptualize and reorganize one's content area into a tutorial also serves to renew faculty who participate in the Oxbridge alternative. A faculty member is given one paid summer and a library budget to prepare a tutorial. The impact here is across the board in terms of career stages.

Similarly, the "Foundations Program" may serve as an informal source of renewal. It causes faculty to approach their subjects very differently and to team teach daily with faculty from other disciplines.

Finally, Dean Dunham also observes classes when requested (about three a year). He also encourages faculty to observe each other's classes and has prepared a protocol for faculty to use when asking for and providing observations.

■ DIVERSITY AMONG FACULTY

Although all faculty are evaluated on the same criteria and are expected to meet minimal standards in each, there is variation in the ways individuals demonstrate effectiveness. Individuals have the freedom to determine the best approach to their teaching in terms of content, perspectives, and methods.

Academic freedom is accorded all faculty, including those in theatre and art where Baptist sensitivities could be offended. Within departments, faculty seem to have broad latitude in making decisions. There seems to be a relatively high regard for colleagues in other departments, and several specific examples of mutual support were given. There is a pay differential, with somewhat higher pay for some of the faculty in high demand professional fields reported. In all these ways there is recognition of individual diversity. Indeed, some faculty talked about the wide diversity among faculty, although we saw a preponderance of homogeneity, which suggests they felt free to exercise individual discretion at least within the bounds of the culture.

We have little information about precisely how differing needs are met, apart from the above discussion. We suspect there is a good deal of direct face-to-face dealing about individual needs. The administration and faculty prize open communication, are sensitive to others, and are responsive to needs they perceive. There is an elected faculty council that serves as a kind of grievance committee, but most recent issues brought before it seem minor; e.g., parking, copying, and fraternities and sororities.

■ RESOURCES

The vast majority of the faculty derive intrinsic satisfaction from teaching. They appear to be extremely devoted and even to regard teaching as a calling, although nobody used that phrase. Their hard work, caring attitude, and personal approach to students and to their colleagues are evidence of their basic commitment to the teaching profession. Although salary levels are only average for institutions of their type (3-3-3) on the most recent AAUP salary report, there is awareness that the dean and president have made a special effort to upgrade faculty salaries during the last two years. Given their less affluent region, their relative position may be better than appears on the national norms.

Good times recently have had a strong positive impact on morale. This means primarily success regarding student enrollment, financial stability, and reputation.

Potential additional resources are perceived to be a route to improved morale. The college is preparing to make a major initiative to raise significant new dollars. This year it hired a new vice president to provide leadership for the funding effort. But most important is a strategic plan called Agenda for Excellence, a vision of ways to strengthen William Jewell and to propel it into the ranks of the nation's leading liberal arts colleges by the turn of the century. If this bold plan is successful, it will surely change the character of the college and faculty roles in some significant ways, perhaps only dimly perceived now. It is conceivable that additional pressures might be felt by the faculty; e.g., to operate in a more national context, to publish, and to bring positive visibility to the school. All faculty are not interested in such a change in their workplace, and some probably are not up to these demands. Thus, while such a strategic move would enhance the morale of some faculty, perhaps the best, others may have difficulty coping with the changes.

■ COLLEAGUES AND STUDENTS

Colleagues and students are a major source of satisfaction and morale, as might be inferred from many of the above comments. Students are able, nice, respectful, and compliant. Close personal relationships are valued by faculty as well as by students and probably function to validate their decision to enter the teaching profession.

Even the older, reentry students (called "New Horizon" students) are a source of enjoyment, and faculty especially mentioned them as bringing new energy and perspectives to their classes. Their expectations of staying at Jewell for the rest of their careers (as shown in the survey) probably can be traced primarily to this factor.

Colleague relationships at the departmental level as well as at the college level are positive and generally supportive. There is little sense of dog-eat-dog competitiveness or radical individualism that characterizes some campuses. The faculty, for the most part, are locals, not cosmopolitans, and they like it.

Surprisingly, faculty almost never talked about their colleagues in other institutions, the importance of networks in their academic disciplines, or their scholarship. One person said flatly that there wasn't much research or publishing. This pattern of a community of locally oriented faculty may pose a problem for the grand design to make Jewell an institution with national stature.

■ Factors Outside the College

Positive morale factors from outside the college were not identified. An absence of a negative factor (such as serious trustee problems) could be a positive factor for the faculty. The constituency of the Missouri Baptist Conference seems to be a bit at odds with some college practices. For example, the prohibition of dancing and dormitory visitation rules seem to be vestiges of Baptist conservatism that have little support today among student leaders. Although some faculty may have difficulties with similar constraints, this possibility is minimized by the fact that they self-selected to work in this kind of environment. One individual noted that faculty involvements in church, school, and their community activities extended the friendships and colleague relationships of the campus into the community. These connections that are found often in small-town life serve to break down barriers between the campus and community and to further root faculty into the local scene.

■ Faculty/Career Orientations

There is basic congruence between faculty values and what they perceive to be college priorities. The college mission—high quality liberal education, Christian values, and service—reverberate among the faculty.

There is no conflict between teaching and research. Although there is some interest among individuals in scholarship and some modest support for faculty research, teaching—and of a personal sort—is the clear priority for both individuals and for the college.

There doesn't seem to be much difference in morale for subgroups of faculty we were able to identify. There is said to be somewhat greater dissatisfaction among the scientists. This dissatisfaction, if true, may be traced to at least three key factors: 1) the science building and equipment are in need of upgrading (plans are being made to make those improvements); 2) the erosion of student interest in majoring in the sciences transformed much teaching into service courses and even reduced faculty positions; and 3) there is no scientist among the administrative leadership. Yet one faculty member reported that even though the current administration doesn't understand science, they are sensitive to the needs of scientists. Referring to the dean, he said, "You have the feeling that if you send him something, he'll read it and respond, sometimes quickly."

■ SUMMARY

We didn't have any great ideas for further improving morale at William Jewell. In fact, it might be useful to disturb faculty a bit by urging more of them to become more involved in their academic disciplines, professional organizations, and contemporary intellectual movements. This would be particularly true if the college is to stay the course concerning the Agenda for Excellence.

Our questions about the stability of morale generated different answers. Nonetheless, we have a sense that morale is on the up-swing and is better than it was five years ago. Part of the reason is a perceived improvement from earlier times. During the late 1960s and early 1970s there was a drop in student enrollment that posed serious problems for the college, but recently it has been doing well. Also, the current president replaces one who is reported to have been an aloof minister, which makes Dr. Kingsley's folksy charm and academic values particularly attractive to the faculty. One faculty member, after considerable thought, said morale has been fairly stable, although she joined the faculty shortly after the rocky times in the early 1970s.

The future holds some possible shocks. Three things might threaten the success of the Agenda for Excellence: 1) a downturn in enrollment, 2) a failure in fund raising, and 3) burnout of the president who plays such a crucial role to the success of Jewell and consequently to the morale of the faculty. On the other hand, if the plan is successful, it may produce unanticipated shocks to the college mission, culture, and faculty morale. Still, given this history of Jewell and the enormous inertia of institutions, even in small liberal arts colleges, the safest guess is that the future will hold more of the same. The college may become a little better, may expand its sphere of influence, may move away from its Missouri Baptist roots a bit more, and may gain even more national stature. But probably we will still recognize the same configuration of qualities reported there if we were to return for another visit to William Jewell in the year 2000.

AFTERWORD

In "Two Tramps in Mud Time," Robert Frost offers one of this culture's best commentaries on what can be the meaning of work. Several lines in the poem read:

> My object in living is to unite
> My avocation and my vocation
> As my two eyes make one in sight.
> Only where love and need are one,
> And the work is play for mortal stakes,
> Is the deed ever really done
> For Heaven and the future's sakes.[1]

For many faculty, "love and need" *are* one, avocation and vocation *do* intertwine, and commitment to teaching and other scholarly activities *is* a central driving force framing their lives. However, along with the inner commitment felt by many faculty members, the academic institutions where they work do much to determine whether indeed "work is play."

The theme of this *Sourcebook* is that faculty and administrative leaders together can enhance the quality of a college as a place of work. Attention to the elements of the academic workplace—the expressions of the culture, the leadership policies and practices, the nature of colleagueship, the support for scholarship, among other ingredients—contributes to an environment where faculty members realize fully the potential of the academic profession.

At least two factors argue for the importance of efforts to provide a stimulating and supportive environment for faculty. The first reason is especially critical at the current time with the impending shortage of faculty members. The kind of attention a college or university gives to the quality of the academic workplace may serve as an important factor as potential faculty members decide where to teach. Colleges and universities that strive to support the quality of the academic workplace may well be more successful in attracting and holding excellent faculty.

The second factor urging concern for the quality of a college as an academic workplace is important at all times, regardless of the condition of the labor market for faculty. We argue that when faculty members are committed to their work, when the academic environment both supports and challenges them, and when they know how their work fits with the institutional mission, then the college experiences of the students will be enriched. The lives and work of the faculty are central to institutional quality and students' learning. When "love and need" intertwine and "work is play" for faculty, the college environment for the students is rich, stimulating, and challenging.

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[1] Frost, *Complete Works*, 1978.

We hope the ideas, strategies, and examples offered in this *Sourcebook* will provide a solid basis for your college to explore and enhance its characteristics as an academic workplace.

APPENDIX 1

The Future of the Academic Workplace in Liberal Arts Colleges

Survey of Faculty Views of the Academic Workplace

Summary Data:

Number of Colleges Participating in Study: 142
Number of Faculty Surveyed: 9,204
Number of Faculty Respondents: 4,271
Percentage of Faculty Respondents: 46%

Note: In the text, large bold numbers represent study data; data are reported either as means or as percentages, depending on the nature of the question. For data enclosed in circles, the second smaller number represents the standard deviation.

Data reported are based on the number of actual respondents to each question. The number of missing data varies, of course, with each question.

9/87

Credit Notes: The following sections of this survey were inspired by the works cited below and portions modified for use therein.

Section I—M.J. Driver, "Career Concepts and Career Management in Organizations", in C.L. Cooper (ed.), *Behavioral Problems in Organizations*, (Englewood Cliffs, N.J.: Prentice Hall, 1979), pp. 79–139.

Section IV—"The Job Diagnostic Survey" in J. Richard Hackman and Greg R. Oldham, *Work Redesign*, (Reading, Mass.: Addison-Wesley Publishing Company, 1980) pp. 282, 283, 285, 286.

Section V—E.H. Schein, *Career Dynamics: Matching Individual and Organizational Needs*, (Reading, Mass.: Addison-Wesley Publishing Company, 1978).

Section VI—J. O'Toole, *Making America Work: Productivity and Responsibility*, (New York, N.Y.: Continuum. 1981).

This survey instrument was designed as part of a national project entitled "The Future of the Academic Workplace in Liberal Arts Colleges," sponsored by the Council of Independent Colleges, Suite 320, One Dupont Circle, Washington, D.C. 20036. Allen P. Splete, President and Project Director.

I. CAREER PATTERNS AND ISSUES

1. People have a variety of conceptions of their career or vocation. Listed below are several descriptions of possible goals and vocational commitments that one might have. For each goal listed, indicate by circling the appropriate number the extent to which it describes the way you envision your career or vocation.

		Not at all	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
a. **Intermittent**—I expect that I will have a diverse work experience. I expect my working years will involve continued college-level teaching combined simultaneously with additional work outside higher education. Or, I may intersperse periods of college teaching with other periods during which I work primarily outside academe.	**2.9**/1.3	1	2	3	4	5
b. **Steady State**—I expect that I will live out my vocation as a faculty member at the college where I currently teach or at a similar liberal arts college. I have a strong commitment to contributing to this kind of college.	**4.1**/1.1	1	2	3	4	5
c. **Linear-Research**—During the course of my career, I hope to move from a faculty position at a small college to a faculty position at a research university.	**1.8**/1.0	1	2	3	4	5
d. **Linear-Administrative**—During the course of my career, I hope to move from a faculty position into some administrative work at this college or at another college or university.	**2.1**/1.2	1	2	3	4	5
e. **Spiral**—I expect to continue working in higher education (either at this institution or another), but I hope the particular responsibilities and roles I undertake will be diverse over the years. I am interested in using my abilities in various ways as opportunities arise.	**3.6**/1.1	1	2	3	4	5

2. Now please choose the one description above that most matches the way you envision your career or vocation. Please note the letter of that description here.

a = **19%** _____ b = **46%** _____ c = **4%** _____ d = **4%** _____ e = **27%** _____

I. CAREER PATTERNS AND ISSUES

3. Which item most closely approximates your employment history since young adulthood? (Choose only one.)

38% a) Have worked regularly since young adulthood as a college faculty member, in no more than 2 colleges. ______

14% b) Have worked regularly since young adulthood as a college faculty member but have worked in more than 2 colleges. ______

40% c) Had at least 5 years of work experience outside of higher education before moving into higher education as a faculty member. ______

2% d) Have been a college faculty member periodically but with periods of unemployment for personal reasons. ______

7% e) Have been a college faculty member periodically but interspersed with periods of work outside higher education. ______

4. If you had the opportunity to go back in time, would you choose to be a faculty member again?

56% a. Yes, most definitely. ______
28% b. Yes, probably. ______
10% c. I am not sure. ______
4% d. No, probably not. ______
1% e. No, definitely not. ______

5. If your response to Question 4 was "no" (d or e), what career and field would you choose instead ? ______

6. How hard is it to gain tenure at your college today compared to 5 years ago? (If you have not been at your college for at least 5 years, check here 29% and go on to question 7.).

16% a. It is now much harder. ______
27% b. It is now somewhat harder. ______
25% c. It is about the same. ______
2% d. It is now somewhat easier. ______
1% e. It is now much easier. ______

7. How many *different courses* do you teach, on the average, during an academic year? **5.4**/2.3 ______

8. What is your average course load each semester? (If you teach two separate sections of the same course, count them as two courses.) **4.5**/4.0 ______

9. Approximately how many hours per week do you spend on your work as a faculty member? **46.8**/13.7 ______

I. CAREER PATTERNS AND ISSUES

10. Indicate below in Column A the average number of hours per week that you spend on each of the activities listed. Then in Column B, indicate with a check approximately how much time you think you *ought to be spending* on each activity. Then in Column C, indicate with a check approximately how much time you *really would like* to to be spending on each activity.

Note: The data in Column A represent the mean number of hours spent by those who reported spending at least one hour on the activity. The n noted to the left of Column A for each item indicates the number of respondents who spend at least one hour on each activity. Percentages in Columns B and C are based on all respondents.

		Column A Hours of Work Time You Actually Spend Per Week		**Column B** Amount of Time You Think You Ought to Be Spending			**Column C** Amount of Time You Really Would Like to Be Spending		
				1 Less	2 Same	3 More	1 Less	2 Same	3 More
a. Contact hours in classroom	(n =3636)	12.2/4.6	☐	28%	67%	5%	38%	53%	8%
b. Preparation for teaching	(n =3957)	14.7/8.7	☐	14%	48%	38%	25%	35%	40%
c. Scheduled office hours	(n =3912)	7.9/5.8	☐	11%	79%	9%	21%	71%	8%
d. Advising students (on matters unrelated to a specific course)	(n =3923)	3.5/3.1	☐	7%	72%	21%	12%	62%	26%
e. Engaging in remedial work with individual students	(n =3095)	2.6/2.3	☐	12%	60%	28%	26%	54%	20%
f. Service to college (i.e., committee work, working with student groups)	(n =3974)	4.0/3.6	☐	25%	64%	12%	39%	51%	10%
g. Service to community	(n =2480)	2.7/2.9	☐	3%	52%	46%	6%	50%	44%
h. Service to a church	(n =2236)	3.5/4.0	☐	2%	64%	33%	4%	60%	36%
i. Research, scholarly, or creative work	(n =3401)	6.1/6.3	☐	2%	19%	79%	2%	14%	84%
j. Consulting	(n =1341)	3.4/4.5	☐	3%	60%	37%	4%	49%	47%
k. Administrative work. Please specify ______________	(n =2132)	8.7/8.9	☐	20%	61%	18%	37%	51%	12%

11. Some students today need remedial work when they reach college. If you assist students with remedial work (either in class or individually), indicate below how this affects your morale. (If you do not assist students with remedial work, check here 27% and go on to the next question.)

7% It diminishes my morale greatly. _____
25% It diminishes my morale slightly. _____
26% It does not affect my morale. _____
11% It increases my morale slightly _____
5% It increases my morale greatly. _____

I. CAREER PATTERNS AND ISSUES

12. If you were to receive as discretionary time an additional ten hours a week with the provision that it be spent on work, on which of the following activities would you choose to spend that time? Indicate only your first choice (1), second choice (2), and third choice (3) by writing 1, 2, or 3 in the appropriate spaces.

Note: Percentages indicate those respondents choosing an item as a first, second, or third choice.

63% a. Preparing for teaching by reading and studying ______

2% b. Serving on a college committee ______

62% c. Conducting research and/or writing ______

15% d. Consulting activities ______

27% e. Reviewing student work, advising or talking with students about substantive matters, or diagnosing student needs ______

8% f. Talking with other faculty members about research ______

4% g. Working with a professional organization to change conditions of employment ______

19% h. Meeting with your department head or dean to improve the curriculum or the teaching in your field or talking with other faculty about teaching ______

56% i. Catching up on your professional reading ______

7% j. Serving on a committee or in an office for a professional association in your discipline or field ______

15% k. Just thinking, reflecting ______

10% l. Although the provision is that I spend the time on work, I would prefer to spend it on my leisure or hobbies ______

8% m. Other ____________________ ______

II PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

1. Faculty members are involved in many ways in shaping their institutions. Listed in the chart below are a number of areas in which faculty might be involved. For each item in Column A indicate the extent to which you think faculty *should* be involved at your college. In Column B indicate the extent to which you think faculty *are* involved at your college.

2. Overall, to what extent do you feel you participate in decision-making *concerning academic issues* at your institution?
(1) _____ Not at all
(2) _____ To a Very Little Extent
(3) _____ To Some Extent
(4) _____ To a Great Extent
(5) _____ To a Very Great Extent

3.3/1.0 ☐

	Column A		Column B	
	Extent to Which You Think Faculty *Should* Be Involved		Extent to Which Faculty at Your College *Are* Involved	
	1 Not at all 2 To a Very Little Extent 3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent		1 Not at all 2 To a Very Little Extent 3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent	
a. Selection of academic courses and programs	4.6/.6	☐	4.2/.8	☐
b. Degree requirements	4.5/.7	☐	4.0/.9	☐
c. Admission standards and retention plans	4.0/.9	☐	3.0/1.0	☐
d. Departmental budgeting	4.0/.9	☐	3.0/1.1	☐
e. Institutional budgeting	3.1/1.0	☐	2.1/1.0	☐
f. Departmental policies, including selection of faculty, department chair, and tenuring of faculty	4.3/.8	☐	3.6/1.1	☐
g. Selection of senior academic leadership	4.1/1.0	☐	3.1/1.2	☐
h. Representation on Board of Trustees	3.4/1.2	☐	2.2/1.2	☐
i. Athletic policies	3.2/1.1	☐	2.4/1.0	☐
j. Institutional long-range planning	4.0/.9	☐	3.0/1.1	☐

3. Overall, to what extent do you think you *should* be involved in decision-making *concerning academic issues* at your institution?
___1. Not at all
___2. To a Very Little Extent
___3. To Some Extent
___4. To a Great Extent
___5. To a Very Great Extent

4.1/.7 ☐

4. Overall, to what extent do you think you participate in decision-making *concerning non-academic issues* at your institution?
___1. Not at all
___2. To a Very Little Extent
___3. To Some Extent
___4. To a Great Extent
___5. To a Very Great Extent

2.4/.9 ☐

5. Overall, to what extent do you think that faculty members *should* be involved in decision-making *concerning non-academic issues* at your institution?
___1. Not at all
___2. To a Very Little Extent
___3. To Some Extent
___4. To a Great Extent
___5. To a Very Great Extent

3.2/.7 ☐

III. EVALUATING THE PERFORMANCE OF FACULTY

A faculty member's effectiveness is gauged or judged on a number of factors. In Column A, indicate the extent to which you use each item to evaluate your effectiveness and performance as a faculty member. In Column B, indicate the extent to which you think your college uses each item to evaluate your effectiveness and performance.

	Column A	**Column B**
	Extent to Which *You* Use Each Item to Evalute Your Effectiveness	Extent to Which You Think *Your College* Uses Each Item To Evaluate Your Effectiveness
	N Not Applicable 1 Not at all 2 To a Very Little Extent 3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent	N Not Applicable 1 Not at all 2 To a Very Little Extent 3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent
1. Number of students enrolled in your classes	2.7/1.0	3.0/1.1
2. Students' ratings of faculty	3.5/.9	3.8/1.0
3. Reports from class observation by administrators/ department chairs	2.7/1.2	2.9/1.3
4. Publications and/or presentations at professional meetings	2.9/1.1	2.9/1.0
5. Self-assessment of your performance	4.1/.9	2.6/1.1
6. Leadership activities in one's field or discipline	3.2/1.0	3.0/1.0
7. Involvement in college committees	2.9/.9	3.4/.9
8. Service contributions to the community where the college is located	2.7/1.1	2.7/1.0
9. Involvement with students outside of class (e.g., clubs, informal associations)	3.0/1.0	2.8/1.0
10. Time spent advising students	3.4/.9	3.0/1.0
11. Years of service to the college	2.8/1.1	3.0/1.1
12. Teaching awards	2.9/1.2	3.1/1.1
13. Quality as a religious role model for students	2.7/1.4	2.7/1.3
14. Consulting activities	2.4/1.1	2.2/1.0
15. Involvement in college events	2.8/1.0	3.0/1.0
16. Quality as a character role model for students	3.7/1.0	3.2/1.1
17. Review of course requirements and syllabi	3.6/1.0	2.9/1.0
18. Review of grade distribution over time	2.8/1.0	2.8/1.0

IV. SATISFACTION

1. Indicate the extent of your agreement with each statement below by circling the appropriate number.

	1 Disagree Strongly 2 Disagree 3 Neutral 4 Agree 5 Agree Strongly	
a. I am generally satisfied with the kind of work I do in my position.	4.1/.8	
b. Other professors at my college often think of leaving.	3.1/1.1	
c. Most faculty at my college show considerable enthusiasm for the college.	3.5/.9	
d. Overall, the faculty at my college feel that the administration is doing a good job.	3.0/1.1	
e. Most faculty members at my college are very satisfied with their work.	3.4/.8	
f. I frequently think of leaving this position.	2.5/1.3	
g. The overall sense of well-being of faculty at my college is very high.	2.9/1.0	
h. The level of mutual trust and respect among the faculty at my college is low.	2.6/1.1	
i. The faculty at my college spend a lot of time discussing problems in their work.	3.3/1.0	
j. Faculty at my college attend many non-required college-related functions.	3.1/1.1	

Overall Satisfaction: 3.5/.7

Overall Morale: 3.1/.7

V. IMPORTANCE OF WORK EXPERIENCE

1. People differ in the importance they place on various aspects of their work. In Column A below, indicate the *importance to you* of each item being present in your work. Then in Column B, indicate the extent to which you think each item *is available* in your work at your college.

	Column A		**Column B**	
	Importance to You of Having Each Item Present in Your Work		Extent to Which Each Item *is* Available in Your Work at Your College	
	N Not Applicable 1 Not at all 2 To a Very Little Extent ·3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent		N Not Applicable 1 Not at all 2 To a Very Little Extent 3 To Some Extent 4 To a Great Extent 5 To a Very Great Extent	
a. The opportunity to become highly specialized and highly competent in a specific disciplinary area	3.4/1.0	☐	2.6/1.0	☐
b. Freedom to choose my own work activities, my hours, and so forth	4.0/.8	☐	3.5/.9	☐
c. The opportunity to be of service to others	4.0/.8	☐	4.0/.8	☐
d. The opportunity to be identified with a particular college and the prestige that accompanies that college	3.2/1.1	☐	3.1/1.1	☐
e. The availability of a great variety of challenges and types of assignments and work responsibilities	3.6/.9	☐	3.4/1.0	☐
f. The opportunity to supervise, influence, and lead others	3.5/1.0	☐	3.4/1.0	☐
g. The opportunity to be in an organization that provides security through guaranteed work, benefits, a good retirement, and so forth.	3.7/1.0	☐	3.2/1.0	☐
h. The opportunity to create or develop something that is entirely my own idea	4.0/.9	☐	3.4/1.0	☐
i. The opportunity to remain in my present geographic location rather than moving for a new professional appointment.	3.4/1.3	☐	3.7/1.1	☐

2. From the list above (items a—i), choose the one aspect of work that is *most important* to you.
Please note the letter of the item here: __________

a — 13% ____
b — 21% ____
c — 16% ____

d — 2% ____
e — 17% ____
f — 6% ____

g — 5% ____
h —15% ____
i — 4% ____

VI. THE CULTURE OF YOUR COLLEGE

The culture of a college involves many dimensions and is unique to that college. For questions 1 through 7 below, circle the number on each scale that characterizes your college.

1. To what extent are people (faculty and administrators) encouraged to be collaborative?

   Environment is collaborative ___ 1   2   3   4   5 ___ Environment is individualistic

   3.0/1.1 ☐

2. To what extent is the environment supportive of faculty members and their work?

   Supportive ____________ 1   2   3   4   5 ___ Nonsupportive

   2.7/1.1 ☐

3. To what extent are faculty at your college captivated by their work?

   Disengaged ____________ 1   2   3   4   5 ___ Captivated

   3.3/.9 ☐

4. How would you describe the decision-making climate at your college?

   Participative ____________ 1   2   3   4   5 ___ Nonparticipative

   3.0/1.2 ☐

5. What happens to new ideas?

   Carefully considered
   and tried whenever
   practical ____________ 1   2   3   4   5 ___ Killed off quickly by administrators or committees

   2.9/1.0 ☐

6. To what extent are people encouraged to take risks?

   Risk-taking rewarded ______ 1   2   3   4   5 ___ Playing it safe is rewarded

   3.5/1.0 ☐

7. To what extent is the college concerned with planning for the future?

   Anticipatory planning ______ 1   2   3   4   5 ___ Crisis planning

   2.6/1.3 ☐

VII. DEMOGRAPHIC DATA

1. What is your faculty rank?

1% Lecturer ____
8% Instructor ____
31% Assistant Professor ____
29% Associate Professor ____
30% Professor ____
0% Emeritus Professor ____
1% Other ____

2. What is the nature of your appointment?

28% Tenure-track but not yet tenured ____
54% Tenured ____
17% Non-tenured track appointment ____
1% No tenure at college ____

3. How many years have you been a college faculty member (including this year but *not* including any years as a teaching assistant)?

13.9/9.2

4. How many years have you been a college faculty member at the college where you currently teach (including this year)?

11.4/8.9

5. Did you attend a liberal arts college (rather than a university) as an undergraduate?

56% Yes ____
44% No ____

6. What is the primary discipline or field in which you teach? ________________

7. Your sex:

61% Male ________
39% Female ________

8. Your age:____ 45.6/9.8

9. Ethnic background:

0% American Indian ____
1% Asian ____
1% Black ____
0% Hispanic ____
96% White ____
1% Other ____

10. Please use the codes below to answer the following questions concerning your income:

	A. Salary from your institution (not including summer)	B. Salary from your institution (including summer)	C. Your gross annual income from all sources	D. Your household's gross annual income from all sources
Less than $14,000	1% ____	2% ____	1% ____	0% ____
$14,000 - $16,999	3% ____	2% ____	2% ____	1% ____
$17,000 - $19,999	11% ____	7% ____	5% ____	2% ____
$20,000 - $21,999	13% ____	10% ____	8% ____	3% ____
$22,000 - $24,999	20% ____	18% ____	15% ____	6% ____
$25,000 - $27,999	16% ____	16% ____	14% ____	6% ____
$28,000 - $30,999	14% ____	15% ____	13% ____	7% ____
$31,000 - $33,999	9% ____	11% ____	11% ____	8% ____
$34,000 - $36,999	5% ____	7% ____	9% ____	6% ____
$37,000 - $39,999	3% ____	4% ____	6% ____	6% ____
$40,000 - $44,999	3% ____	4% ____	6% ____	11% ____
$45,000 - $49,999	1% ____	2% ____	3% ____	10% ____
$50,000 - $59,999	1% ____	1% ____	4% ____	15% ____
$60,000 - and over	0% ____	0% ____	3% ____	19% ____

The Future of the Academic Workplace in Liberal Arts Colleges

Survey of College Administrators' Views of the Academic Workplace

Sponsored by The Council of Independent Colleges (CIC)
One Dupont Circle
Washington, D.C. 20036

Introduction

As part of the Council of Independent Colleges' study of the Future of the Academic Workplace in Liberal Arts Colleges, we are interested in learning more about how college administrators perceive the workplace for their faculty and themselves. This survey inquires about your thoughts concerning a number of facets of your college as a workplace and the work experience of faculty at your college.

Part I of the survey asks you to respond by circling the appropriate responses or by filling in short answers. Part II asks open-ended questions that will involve more extensive response. We appreciate your thoughtful answers to the questions.

PART I

A. The Culture of Your College

The culture of a college involves many dimensions and is unique to that college. For questions 1 through 6 below, circle the number on each scale that characterizes your college.

1. To what extent are people (faculty and administrators) encouraged to be collaborative?

Environment is collaborative	1	2	3	4	5	Environment is individualistic

2. To what extent is the environment supportive of faculty members and their work?

Supportive	1	2	3	4	5	Nonsupportive

3. To what extent are faculty at your college captivated by their work?

Disengaged	1	2	3	4	5	Captivated

4. How would you describe the decision-making climate at your college?

Participative	1	2	3	4	5	Nonparticipative

5. What happens to new ideas?

Carefully considered and tried whenever practical	1	2	3	4	5	Killed off quickly by individuals or committees

6. To what extent are people encouraged to take risks?

Risk-taking rewarded	1	2	3	4	5	Playing it safe rewarded

7. To what extent is the college concerned with planning for the future?

Anticipatory planning	1	2	3	4	5	Crisis management

8. In your opinion, how hard is it for faculty to gain tenure at your college today compared to 5 years ago?

___ a. It is now much harder.

___ b. It is now somewhat harder.

___ c. It is about the same.

___ d. It is now somewhat easier.

___ e. It is now much easier.

9. Many faculty members report that they are engaging in more remedial work with students, either individually or in class. Overall, to what extent do your faculty members engage in remedial work with students today as compared to 5 years ago?

___ a. Much less remedial work.

___ b. Somewhat less remedial work.

___ c. About the same as 5 years ago.

___ d. Somewhat more remedial work.

___ e. Much more remedial work.

10. If your faculty do engage in remedial work with students, how do you perceive that this affects their morale? (If your faculty engage in little remedial work with students, check here___and go on to the next question.)

___ a. Remedial work seems to diminish their morale greatly.

___ b. Remedial work seems to diminish their morale slightly.

___ c. Remedial work does not seem to affect their morale.

___ d. Remedial work seems to increase their morale slightly.

___ e. Remedial work seems to increase their morale greatly.

B. Faculty Participation in Institutional Decision Making

1. Faculty members are involved in many ways in shaping their institutions. Listed below are a number of areas in which faculty might be involved. For each item, in Column A, indicate the extent to which you think faculty *should* be involved at your college. In Column B, indicate the extent to which you think faculty *are* involved at your college.

	Column A					Column B				
	Extent to Which You Think Faculty *Should* Be Involved					Extent to Which Faculty at Your College *Are* Involved				
	Not at all	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent	Not at all	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
a. Selection of academic courses and programs	1	2	3	4	5	1	2	3	4	5
b. Degree requirements	1	2	3	4	5	1	2	3	4	5
c. Admission standards and retention plans	1	2	3	4	5	1	2	3	4	5
d. Departmental budgeting	1	2	3	4	5	1	2	3	4	5
e. Institutional budgeting	1	2	3	4	5	1	2	3	4	5
f. Departmental policies including selection of faculty, and department chair and tenuring of faculty	1	2	3	4	5	1	2	3	4	5
g. Selection of senior academic leadership	1	2	3	4	5	1	2	3	4	5
h. Representation on Board of Trustees	1	2	3	4	5	1	2	3	4	5
i. Athletic policies	1	2	3	4	5	1	2	3	4	5
j. Institutional long-range planning	1	2	3	4	5	1	2	3	4	5

2. Overall, to what extent do you think faculty members participate in decision making *concerning academic issues* at your institution?

___ a. Not at all
___ b. To a Very Little Extent
___ c. To Some Extent
___ d. To a Great Extent
___ e. To a Very Great Extent

3. Overall, to what extent do you think faculty members *should* be involved in decision making *concerning academic issues* at your institution?

___ a. Not at all
___ b. To a Very Little Extent
___ c. To Some Extent
___ d. To a Great Extent
___ e. To a Very Great Extent

4. Overall, to what extent do you think faculty members participate in decision making *concerning non-academic issues* at your institution?

___ a. Not at all
___ b. To a Very Little Extent
___ c. To Some Extent
___ d. To a Great Extent
___ e. To a Very Great Extent

5. Overall, to what extent do you think faculty members should be involved in decision making *concerning non-academic issues* at your institutions?

___ a. Not at all
___ b. To a Very Little Extent
___ c. To Some Extent
___ d. To a Great Extent
___ e. To a Very Great Extent

C. Evaluating the Performance of Faculty

	Column A						Column B					
	Extent to Which You Think Your College's Evaluation Policies *Should* Use Each Item to Evaluate Faculty Effectiveness						Extent to which Your College's Evaluation Policies *Use* Each Item to Evaluate Faculty Effectiveness					
A faculty member's effectiveness is gauged or judged on a number of factors. In Column A, indicate the extent to which you think your college evaluation policies *should* use each item as a basis for evaluating a faculty member's effectiveness. Then in Column B, indicate the extent to which you think your college's evaluation procedures *do* use each item as a basis for evaluating a faculty member's effectiveness.	Not Applicable	Not at all	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent	Not Applicable	Not at all	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
1. Number of students enrolled in a faculty member's classes	N	1	2	3	4	5	N	1	2	3	4	5
2. Students' ratings of a faculty member	N	1	2	3	4	5	N	1	2	3	4	5
3. Reports from class observation by administrators/ department chairs	N	1	2	3	4	5	N	1	2	3	4	5
4. Publications and/or presentations at professional meetings	N	1	2	3	4	5	N	1	2	3	4	5
5. Faculty member's self-assessment of his/her performance	N	1	2	3	4	5	N	1	2	3	4	5
6. Leadership activities in individual's field or discipline	N	1	2	3	4	5	N	1	2	3	4	5
7. Involvement in college committees	N	1	2	3	4	5	N	1	2	3	4	5
8. Service contributions to the community where the college is located	N	1	2	3	4	5	N	1	2	3	4	5
9. Involvement with students outside of class (e.g., clubs, informal associations)	N	1	2	3	4	5	N	1	2	3	4	5
10. Time spent advising students	N	1	2	3	4	5	N	1	2	3	4	5
11. Years of service to the college	N	1	2	3	4	5	N	1	2	3	4	5
12. Teaching awards	N	1	2	3	4	5	N	1	2	3	4	5
13. Quality as a religious role model for students	N	1	2	3	4	5	N	1	2	3	4	5
14. Consulting activities	N	1	2	3	4	5	N	1	2	3	4	5
15. Involvement in college events	N	1	2	3	4	5	N	1	2	3	4	5
16. Quality as a character role model for students	N	1	2	3	4	5	N	1	2	3	4	5
17. Review of course requirements and syllabi	N	1	2	3	4	5	N	1	2	3	4	5
18. Review of grade distribution over time	N	1	2	3	4	5	N	1	2	3	4	5

D. Characteristics of Faculty Work

People differ in the importance they place on various aspects of their work. In the column below, indicate the extent to which you think each item is available for faculty who work at your college.

	Extent to Which Each Item is Available to Faculty at Your College					
	Not Applicable	Not at All	To a Very Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
1. The opportunity to become highly specialized and highly competent in a specific disciplinary area	N	1	2	3	4	5
2. Freedom to choose their own work activities, hours, and so forth	N	1	2	3	4	5
3. The opportunity to be of service to others	N	1	2	3	4	5
4. The opportunity to be identified with a particular college and the prestige that accompanies that college	N	1	2	3	4	5
5. The availability of a great variety of challenges and types of assignments and work responsibilities	N	1	2	3	4	5
6. The opportunity to supervise, influence, and lead others	N	1	2	3	4	5
7. The opportunity to be in an organization that provides security through guaranteed work, benefits, a good retirement, and so forth	N	1	2	3	4	5
8. The opportunity to create or develop something that is entirely their own idea	N	1	2	3	4	5
9. The opportunity to remain in their present geographic location rather than moving for a new professional appointment	N	1	2	3	4	5

E. Faculty Satisfaction and Morale

We are interested in your perception of the level of faculty satisfaction and morale at your college. Indicate the extent of your agreement with each statement below by circling the appropriate number.

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
1. Most faculty members at my college are very satisfied with their work.	1	2	3	4	5
2. Faculty at my college often think of leaving.	1	2	3	4	5
3. Most faculty at my college show considerable enthusiasm for the college.	1	2	3	4	5
4. The level of mutual trust and respect among faculty at my college is low.	1	2	3	4	5
5. The overall sense of well-being of faculty at my college is very high.	1	2	3	4	5
6. Overall, the faculty at my college feel that the administration is doing a good job.	1	2	3	4	5
7. The faculty at my college spend a lot of time complaining about problems in their work.	1	2	3	4	5
8. Faculty at my college attend many non-required college-related functions.	1	2	3	4	5

PART II

We realize that responses to the following questions require time and thoughtfulness. Your willingness to answer will be very useful to the study. If necessary, feel free to use additional pages.

1. Work Environment: How would you describe the work environment for faculty at your college?

2. Morale: Overall, how would you characterize the morale of the faculty at your college, taken as a group?

3. Influences on Morale: What factors or conditions at your college do you think are critical in affecting faculty morale? (Please note whether each factor affects faculty morale positively or negatively.)

4. Successful Faculty: In your opinion, what qualities and characteristics are exhibited by a "good," "successful" faculty member at your college?

5. Supporting Faculty: In your opinion, what are the most successful ways in which your college currently supports faculty vitality, enhances faculty commitment and morale, and encourages faculty professional development?

6. Suggestions: What suggestions do you have for how your college might improve as a place for faculty members to work?

7. Mission: What do you see to be the core mission of your college—its primary reason for being?

8. Environmental Pressures: What are the dominant environmental pressures, both positive and negative, affecting your college (economic, political, cultural, regional)? How have the dominant environmental pressures changed in recent years?

APPENDIX 3

The Academic Workplace Worksheet

The *Academic Workplace Worksheet* is designed to be a useful tool for a committee or group to focus and organize ideas and achieve consensus as faculty and administrators consider ways to improve a college as a workplace. Use the *Worksheet* to identify a college's strengths and weaknesses pertaining to key organizational conditions and to identify possible strategies to improve organizational conditions.

Instructions: The first column of the *Worksheet* lists the key organizational factors that relate to faculty morale and the quality of the academic workplace. For example, Organizational Culture, Leadership, and Organizational Promise and Momentum are three key organizational factors pertaining to faculty morale, according to the CIC study findings; these factors are listed under column 1. List the college's strengths pertaining to each organizational factor in column 2A. Then, in column 2B, put a check near the strengths which you wish to emphasize or support through selected strategies or interventions. In column 3A, list areas of concern or weakness for each organizational factor. Use column 3B to check off those areas of concern that may merit particular attention. The final section of the *Worksheet* concerns plans and strategies for improving the academic workplace. In column 4, list ideas (for each organizational factor) that develop after considering strategies presented in chapter 3 and brainstorming with your faculty and administrative colleagues.

Column 1	Column 2		Column 3		Column 4
	Strengths		Concerns		
Key Organizational Factors	A Description	B Most Important	A Description	B Most Important	Strategies and Ideas
Ex: Organizational Culture (see pages 10 and 33)					
Ex: Leadership (see pages 14 and 35)					

Column 1	Column 2		Column 3		Column 4
	Strengths		Concerns		
Key Organizational Factors	A Description	B Most Important	A Description	B Most Important	Strategies and Ideas
Ex: Organizational Momentum and Promise (see pages 16 and 37)					
Ex: Identification with the Institution (see pages 17 and 38)					

Column 1	Column 2		Column 3		Column 4
	Strengths		Concerns		
Key Organizational Factors	A Description	B Most Important	A Description	B Most Important	Strategies and Ideas
Ex: Scholarship (see pages 19 and 39)					
Ex: Faculty Development (see pages 19 and 40)					

Column 1	Column 2		Column 3		Column 4
	Strengths		Concerns		
Key Organizational Factors	A Description	B Most Important	A Description	B Most Important	Strategies and Ideas
Ex: Balance of Intrinsic and Extrinsic Rewards (see pages 19 and 42)					
Ex: Colleagueship (see pages 20 and 42)					

Column 1	Column 2		Column 3		Column 4
	Strengths		Concerns		
Key Organizational Factors	A Description	B Most Important	A Description	B Most Important	Strategies and Ideas
Ex: College-Community Relations (see pages 20 and 43)					

APPENDIX 4

ACADEMIC WORKPLACE TASK FORCE

Ann E. Austin
Research Assistant Professor
Vanderbilt University

Shirley M. Clark
Vice-chancellor for Academic Affairs
Oregon State System of Higher
Education

Ann Harper Fender
Chair of Economics Department
Gettysburg College

Jean Folkerts
Associate Professor of Journalism
George Washington University

James M. Furman
Executive Vice President
John D. and Catherine T.
MacArthur Foundation

Jerry G. Gaff
Senior Fellow
University of Minnesota

Charles E. Glassick
President
Woodruff Arts Center

J. Richard Hackman
Cahners-Rabb Professor of Social
and Organizational Psychology
Harvard University

Elizabeth B. Hopkins
Executive Director, National
Corporate Fund for Dance
Consultant in Development

Joseph Katz (1920–1988)
Professor of Human Development
SUNY-Stony Brook

Jack W. Kiermaier
Vice President, Public Affairs
(retired)
CBS Inc.

Chandra M.N. Mehrotra
Dean of Graduate Studies
College of St. Scholastica

Allan O. Pfnister
Professor Emeritus
University of Denver

R. Eugene Rice
Vice President and Dean of Faculty
Antioch College

Jack H. Schuster
Professor, Education
and Public Policy
Claremont Graduate School

Allen P. Splete
(Project Director)
President, CIC

Advisory Committee:

Robert H. Atwell
President
American Council on Education

John W. Chandler
President Emeritus
Association of American Colleges

Russell Edgerton
President
American Association of Higher
Education

Jules B. LaPidus
President
Council of Graduate Schools

Peter W. Stanley
Director, Education and Culture
Program
Ford Foundation

APPENDIX 5

Academic Workplace Case Study Visit Teams

- College of Notre Dame of Maryland
    - Joseph Katz (1920–1988), SUNY-Stony Brook
    - Charles Glassick, Woodruff Arts Center
    - Mary Glenzinski, Council of Independent Colleges

- College of Saint Scholastica
    - Louis Brakeman, Stetson University
    - Jean Folkerts, George Washington University

- Eastern Mennonite College
    - Ann E. Austin, Vanderbilt University
    - Roger Baldwin, College of William and Mary

- Gordon College
    - R. Eugene Rice, Antioch College
    - Carole Bland, University of Minnesota
    - David C. Smith, North Central College

- Greenville College
    - Allan Pfnister, University of Denver
    - Michael Mills, University of Hartford

- Lenoir-Rhyne College
    - Allen Splete, Council of Independent Colleges
    - Ann Harper Fender, Gettysburg College
    - Elizabeth Hopkins, National Corporate Fund for Dance

- Nebraska Wesleyan University
    - Roger Baldwin, College of William and Mary
    - David Whitcomb, California State University–Long Beach (retired)

- Simpson College
    - Shirley M. Clark, Oregon State System of Higher Education
    - Peter Frederick, Wabash College

- Smith College
    - Jack H. Schuster, The Claremont Graduate School
    - Ann E. Austin, Vanderbilt University
    - Allen Splete, Council of Independent Colleges

- William Jewell College
    - Jerry G. Gaff, University of Minnesota
    - Carole Bland, University of Minnesota
    - Michael Siegel, Federal Judicial Center

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